DOCUMENT RESUME

ED 138 342 PS 009 205

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DESCRIPTORS	*Annotated Bibliographies; *Child Welfare; Day Care Programs; Day Care Services; Delivery Systems; Disadvantaged Groups; Early Childhood Education; Economic Factors; *Educational Policy; Elementary Education; *Health Services; Mental Health Programs; Minority Group Children; Nutrition; *Policy Formation; *Public Policy; Social Action

ABSTRACT

This abstract bibliography cites recent ERIC documents and journal articles focusing on public policy as it affects the lives of children. Entries include resumes from "Resources in Education", "RIE", April 1970 through October 1976 and citations from "Current Index to Journals in Education", "CIJE", January 1972 through January 1977. (MS)

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PS 009 205

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NATIONAL INSTITUTE OF EDUCATION

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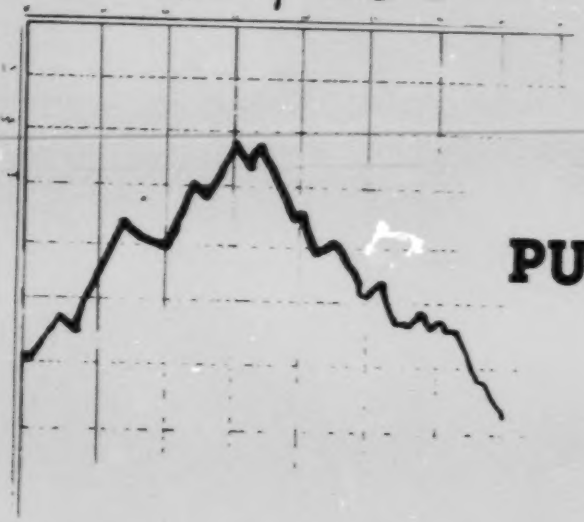
ED138342



PUBLIC POLICY and the health, education and welfare of children:

an abstract bibliography

eric/ece·catalog #160

PUBLIC POLICY AND THE HEALTH, EDUCATION AND WELFARE OF CHILDREN:
AN ABSTRACT BIBLIOGRAPHY

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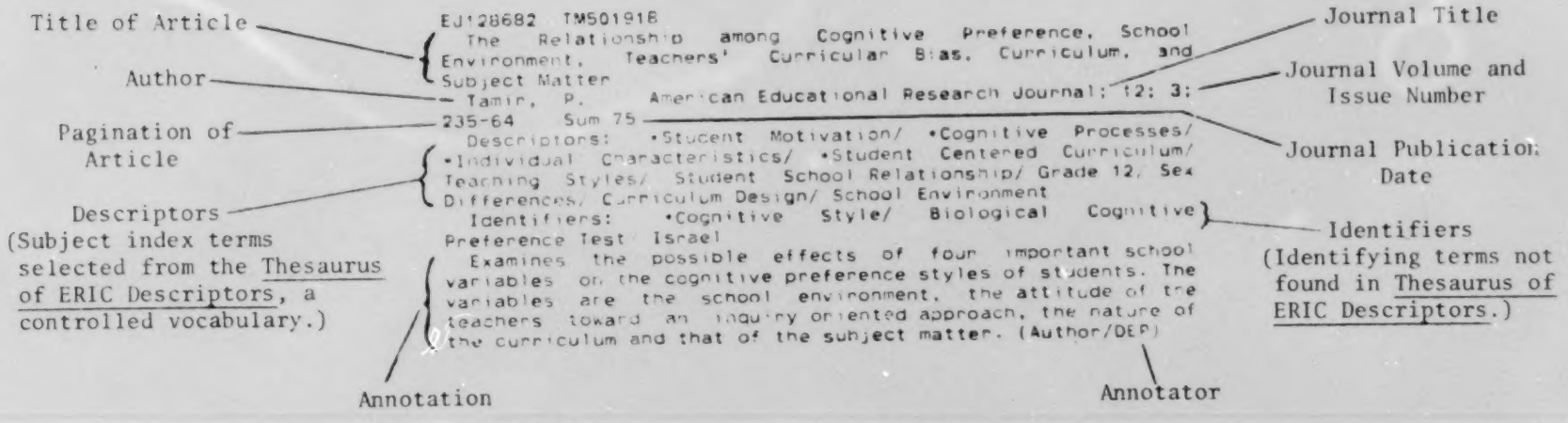
INTRODUCTION

This abstract bibliography cites recent ERIC documents and journal articles focusing on public policy as it affects the lives of children. Entries include resumes from Resources in Education (RIE), April 1970 through October 1976, and citations from Current Index to Journals in Education (CIJE), January 1972 through January 1977.

Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.

I. CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE CITATION:


Title of Article
Author
Pagination of Article
Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)
Annotation
Journal Title
Journal Volume and Issue Number
Journal Publication Date
Identifiers (Identifying terms not found in Thesaurus of ERIC Descriptors.)
Annotator
EJ128682 TM501918
The Relationship among Cognitive Preference, School Environment, Teachers' Curricular Bias, Curriculum, and Subject Matter
Tamir, P. American Educational Research Journal; 12: 3:
235-64 Sum 75
Descriptors: •Student Motivation/ •Cognitive Processes/ •Individual Characteristics/ •Student Centered Curriculum/ Teaching Styles/ Student School Relationship/ Grade 12/ Sex Differences/ Curriculum Design/ School Environment
Identifiers: •Cognitive Style/ Biological Cognitive Preference Test/ Israel
Examines the possible effects of four important school variables on the cognitive preference styles of students. The variables are the school environment, the attitude of the teachers toward an inquiry oriented approach, the nature of the curriculum and that of the subject matter. (Author/DEP)

Print 55/5/1-100
DIALOG Search File1: ERIC FULL TEXT JAN77

EJ143977 UD504637
Who Owns the Child? Divorce and Child Custody Decisions in Middle Class Families
Stack, Carol B. Social Problems; 23: 4; 505-515 Apr 76
Descriptors: *Divorce/ *Middle Class Parents/ *Public Policy / *Child Care/ *Social Problems/ Family Problems/ Legal Problems/ Parent Responsibility/ Court Litigation/ Socialization
Responds to the argument in Beyond the Best Interests of the Child (1973) by Goldstein, Freud and Solnit that the parent awarded custody should have the right to allow or refuse the other parent access to the child by contending that these guidelines are not in the best interests of children, and proposes the adoption of uniform statues regarding child custody in divorce cases. (Author/JM)

EJ142099 UD504470
Quantity of Schooling: A Major Educational Factor
Karweit, Nancy Educational Researcher; 5: 2; 15-17 Feb 76
Descriptors: *Educational Experience/ *Learning Processes/ *Academic Achievement/ *Educational Policy/ Time/ Educational Background/ Minority Group Children/ Policy Formation
Identifiers: *Quantity of Schooling
Notes that before making claims for the large impact attributed to quantity of schooling--claims that are aimed at influencing policy decisions--its effects should be examined in a wide variety of school settings, with attention to individual student differences and to the importance of cumulative effects. (Author/AM)

EJ141241 EA507375
Public Policy and the American Family: A Conversation with Mary Dublin Keyserling
Houts, Paul L. National Elementary Principal; 55: 6; 16-22 Jul/Aug 76
Descriptors: *Family (Sociological Unit)/ *Child Rearing/ *Working Women/ *Public Policy/ *Economic Factors/ *Child Care / Social Services/ Economic Disadvantagement/ Economic Opportunities/ Child Care Centers
A consulting economist in private practice in Washington, D.C., a lecturer, and writer in the field of economics and social welfare, Ms. Keyserling has directed a national survey of day care needs and services in ninety cities. (Author)

EJ134943 PS504692
The Juvenile Welfare Board
Edwards, Raymond L.; And Others Children Today; 5: 1; 14-18 Jan-Feb 76

5138
User2612 (Item 1 of 100) Date:20jan77

Descriptors: *Child Welfare/ *Social Services/ *Community Consultants/ *Community Programs/ Interagency Coordination/ Social Planning/ Policy Formation/ Financial Support
Identifiers: *Florida (Pinellas County)
Describes the organization and operations of the Community Services Team of the Juvenile Welfare Board. Through consultation, planning and funding to child-serving agencies, the team assumes responsibility for identifying weaknesses in service programs for children. (ED)

EJ134883 PS504632
An Interview with Senator Walter F. Mondale
Mondale, Walter F.; Haberkorn, Floyd E. Young Children: 31; 2; 98-105 Jan 76
Descriptors: *Children/ *Family (Sociological Unit)/ *Social Services/ *Federal Legislation/ *Government Role/ Day Care Services/ Disadvantaged Youth/ Welfare Services/ Public Policy / Parent Participation
Provides insights into the problems involved in legislating social services for families and children. (ED)

EJ132006 UD504109
School Desegregation and the Courts
Gittell, Marilyn Social Policy; 6: 4; 36-41 Jan-Feb 76
Descriptors: *School Integration/ *Court Role/ *Integration Litigation/ *Legal Responsibility/ *Community Control/ Policy Formation/ Minority Group Children/ Court Litigation/ Decentralization/ School Community Relationship
Asserts that community control is not an all-or-nothing situation, but that centralization can co-exist with decentralization. Argues for states to have the responsibility for insuring desegregation and equitable funding and for communities to have control of personnel, curriculum and budget priorities. (Author/AM)

EJ132004 UD504107
Is Coleman Right?
Orfield, Gary Social Policy; 6: 4; 24-31 Jan-Feb 76
Descriptors: *School Integration/, *Integration Effects/ *Integration Methods/ *Housing Patterns/ *Residential Patterns / Policy Formation/ Minority Group Children/ Enrollment Trends / Bus Transportation
Identifiers: *Suburban Migration
Suggests that given the fact that there is no way to prevent further expansion of the ghettos, spreading school and housing segregation are virtually inevitable in the absence of a powerful policy to alter the normal self-fulfilling prophecies of neighborhood transition. (Author/AM)

EJ132002 UD504105
Liberty and Equality in School Desegregation
Coleman, James S. Social Policy; 6; 4; 7-13 Jan-Feb 76
Descriptors: *School Integration/ *Trend Analysis/ *Regional Cooperation/ *Metropolitan Areas/ Regional Planning/ Public Policy/ Educational Policy/ Policy Formation/ Minority Group Children
Identifiers: *Coleman (James S)
Shows the trends in school desegregation of black and white children both within and between districts and examines the relationships between trends indicating policy implications which might be drawn from these results. (Author/AM)

EJ131093 UD504096
Education and Social Policy in the 1970's
Rist, Ray C. Society; 13; 2; 73-78 Jan-Feb 76
Descriptors: *Educational Policy/ *Resource Allocations/ *School Organization/ *Policy Formation/ *Equal Education/ Equalization Aid/ Educational Assessment/ Cost Effectiveness/ Minority Group Children/ School Integration
Suggests that two main areas, where an understanding of the interrelations of political and pedagogical concerns is the key to present debates over the thrust of educational social policy, are those of resource allocation and school system organization. (Author/AM)

EJ119791 PS504105
New Patterns of Delivering Service in British Columbia
Levi, Norman Child Welfare; 54; 5; 309-318 May 75
Descriptors: *Social Services/ *Delivery Systems/ *Regional Planning/ *Community Change/ *Policy Formation/ Drug Legislation/ Senior Citizens/ Public Health Legislation/ Child Welfare/ Staff Role
Identifiers: *British Columbia
Describes a new approach to social services, including services to children, which was developed by the government of the New Democratic Party in British Columbia in 1972. (Author/CS)

EJ107772 PS503647
How Political Decisions Affecting Children are Made: Some Guidelines for Social Workers
Julander, Roydon O. Child Welfare; 53; 9; 551-554 Nov 74
Descriptors: *Public Policy/ *Policy Formation/ *Child Welfare/ *Conflict/ *Social Workers/ Conflict Resolution/ Motivation

EJ101332 PS503415
Behavior Expertise and Social Policy: Observations on the Care, Feeding, and Utilization of Child Development Experts
Lucco, Alfred A.; Ephross, Paul H. Child Care Quarterly: 3; 2; 87-96 Sum 74
Descriptors: *Child Care Workers/ *Policy Formation/ *Values / *Parent Participation/ *Leadership Responsibility/ Child Care/ Behavior Development/ Behavior Change
Child care workers often seek advice from experts and are frequently themselves viewed as experts as they help parents and others. This article discusses some of the significant issues facing those who provide guidance and those who receive it. (Author)

EJ093745 UD502826
Implications of Developmental Theory for Child Mental Health
Dusek, Jerome B. American Psychologist; 29; 1; 19-24 Jan 74
Descriptors: *Child Development/ *Mental Health/ *Research Needs/ *Public Policy/ *Disadvantaged Youth/ Child Psychology/ Policy Formation/ Economically Disadvantaged/ Socially Disadvantaged/ Psychological Studies
Discusses several aspects of the 1970 report of the Joint Commission on Mental Health of Children in an attempt to define areas in which professional psychologists may contribute to the realization of the goals established by the Commission; deals primarily with issues of a research nature. (Author/JM)

EJ093744 UD502825
Children and Public Policy: A Role for Psychologists
Ramey, Craig T. American Psychologist; 29; 1; 14-18 Jan 74
Descriptors: *Public Policy/ *Mental Health/ *Child Care/ *Psychologists/ *Systems Approach/ Policy Formation/ Child Psychology/ Mental Health Programs/ Research Needs/ Professional Services
Discusses issues raised by the 1970 report of the Joint Commission on Mental Health of Children, entitled "Crisis in Child Mental Health: Challenge for the 1970's: "makes recommendations for APA'S response to the report; and proposes a model which could be used to deliver many of the services that are advocated. (Author/JM)

EJ093743 UD502824
The Politics of Empiricism: Research Recommendations of the Joint Commission on Mental Health of Children
Hamm, Norman H. American Psychologist; 29; 1; 9-13 Jan 74
Descriptors: *Public Policy/ *Policy Formation/ *Child Psychology/ *Mental Health Programs/ *Research Needs/ Mental Health/ Child Care/ Manpower Needs/ Administrative Problems/ Administrative Policy
Critically examines the efficacy, training, and administration of research in terms of meeting the goal of children's mental health; the emphasis is on rationally analyzing our empirical enterprise as it applies to practical payoff, especially mental health. (Author/JM)

EJ092436 CG506856
Cultural Myopia: The Need for a Corrective Lens
Gerry, Martin H. Journal of School Psychology; 11; 4; 307-315 73
Descriptors: *Minority Group Children/ *Cultural Differences / *Linguistic Competence/ *Special Education/ *Educational Policy/ Racial Discrimination/ Educational Programs/ Civil Rights/ Language Skills/ Policy Formation
To recognize the differing linguistic characteristics and cultural identity of minority children in the planning and operation of education programs, this task group recommended the development of additional policies to notify school districts of the types of discriminatory practices that might be occurring and to set forth model procedures which school districts could follow in an effort to eliminate discriminatory practices which might currently exist. (Author/LA)

EJ092435 CG506855
The NEA Testing Moratorium
Bosma, Boyd Journal of School Psychology; 11; 4; 304-306 73
Descriptors: *Testing/ *Test Bias/ *Policy Formation/ *Civil Rights/ *Minority Group Children/ Educational Opportunities/ Cultural Factors/ Equal Education/ Racial Discrimination/ Educational Accountability
This article describes the events leading to the National Education Association policy statement that encouraged the elimination of group standardized intelligence aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs. The NEA also created a task force to provide initial proposals and recommendations. (Author/LA)

EJ090570 AA517474

White House Conferences on Children: An Historical Perspective
Beck, Rochelle Harvard Educational Review; 43; 4; 653-68 73
Descriptors: *Conferences/ *Children/ *Government Role/ *Child Care/ *Child Welfare/ Policy Formation/ Childhood Needs
Article focused on the governments efforts to define its responsibilities toward children through a series of White House Conferences on the care and protection of children. (RK)

EJ090564 AA517468
A Statement
Mondale, Walter F. Harvard Educational Review; 43; 4; 483-86 73
Descriptors: *Social Problems/ *Children/ *Disadvantaged Youth/ *Program Evaluation/ *Policy Formation/ Financial Problems/ Tax Support/ Family Resources/ Child Care/ Working Parents
Article is a statement by Senator Walter F. Mondale, a Democrat from Minnesota, on the evaluation of social programs and a serious appraisal of social policy for the nation's children and their families. (Author/RK)

EJ080886 PS502669
Who Needs What Kind of Day Care Center
Zamoff, Richard B.; Lyle, Jerolyn R. Child Welfare; 52; 6 ; 351-58 Jun 73
Descriptors: *Day Care Programs/ *Day Care Services/ *Program Development/ *Public Policy/ *Information Needs/ Working Women/ Preschool Children/ Educational Research
This paper sorts out the kinds of information policy makers need at the community level, suggests ways to acquire kinds of information especially relevant and difficult to obtain, and indicates the range of options open to communities in developing day care programs. (Author)

EJ080424 UD502328
When Mothers Work: The Battle for Day Care
Guggenheimer, Elinor C. Nation; 216; 19; 594-597 May 7 73
Descriptors: •Federal Government/ •Public Policy/ •Day Care Programs/ •United States History/ •Political Issues/ Poverty Programs/ Day Care Services/ Working Parents/ Disadvantaged Youth
Analyzes the battle over day care, which seems today particularly violent as the earlier group of its proponents has been joined by an active and sometimes militant group of women's liberationists who believe that the country should provide 24 hour services for all children, and by newly formed community groups. (Author/JM)

EJ080159 UD502314
Some Organizational Issues in the Education of Minorities
McDowell, D. London Educational Review; 2; 1; 37-42 Spr 73
Descriptors: •Minority Group Children/ •Educational Problems/ •Educational Policy/ •Administrative Organization/ Educational Objectives/ Social Structure/ Policy Formation/ Bureaucracy/ Urban Education
Identifiers: •England
Arguing that for a range of reasons educators have neglected to address organizational issues in the sustained manner in which we have addressed the behavioral issues, the author advocates that changes should be made in the institutional structure of society rather than in the minorities. (Author/JM)

EJ072307 UD502053
Two Steps Toward Rational Day Care
Young, Dennis R. Human Needs; 1; 7; 8-11 Jan 73
Descriptors: •Day Care Programs/ Day Care Services/ •Economic Factors/ •Educational Demand/ •Policy Formation/ •Research Needs
Attention to (1) the objectives of public policy for day care and (2) performing research and analysis as a basis for policy are two needed steps toward rational day care services. (DM)

EJ069812 EA503315
What's Happening to Early Childhood Development?
Fendrick, David R. Notes on the Future of Education; 3; 2; 7-11 Sum 72
Descriptors: Child Care/ •Child Development/ Cost Effectiveness/ •Early Childhood Education/ •Federal Legislation/ •Federal Programs/ •Policy Formation/ Welfare Problems
Identifiers: PROJECT HEAD START
Describes the state of present national legislation that could affect early childhood development and discusses the implications of proposed legislation and programs for a national child development policy. (JH)

EJ060487 AA512987
The Need for Assistance to Young Handicapped Children and Their Families
Martin, Edwin W., Jr. Educational Horizons; 50; 2; 74-6 Win 71-72
Descriptors: •Early Childhood Education/ •Educational Needs/ Educational Therapy/ •Federal Programs/ •Handicapped Children/ •Preschool Children/ Public Policy/ Remedial Programs
Author is Associate Commissioner of Education and director of the Bureau of Education for the Handicapped of the U.S. Office of Education. (MB)

EJ046417 VT502861
Changing Family Lifestyles: One Role, Two Roles, Shared Roles.
Bernard, Jessie Issues in Industrial Society; 2; 1; 21-28 71
Descriptors: Child Rearing/ Day Care Services/ Equal Opportunities (Jobs)/ •Family Relationship/ Federal Legislation/ •Manpower Utilization/ •Parent Role/ Public Policy/ •Working Women
Identifiers: •Labor Force Participation
Calls for increase in the availability of part-time work for both men and women so that fathers and mothers can share roles providing income, childrearing, and socialization. (SB)

II. RESUMES FROM RESOURCES IN EDUCATION

SAMPLE RESUME:

ERIC Document Number (ED#)

ED107690 95 TM004504

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). — Title

Author(s)

Masters, James R.; Laverty, Grace E.

Pennsylvania State Dept. of Education, Harrisburg.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. — Sponsoring Agency (Agency responsible for initiating, funding, and managing the research project.)

Bureau No.: BR-2-C-070

Grant No.: OEG-3-72-0051

Date Published and Pagination

Publ. Date: Feb 74 Note: 25p.; For related documents, see TM 004 495-503

EDRS Price (Price through ERIC Document Reproduction Service. Order by ED#. "MF" means microfiche. "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Academic Achievement/ Academic Failure/ Behavior Change/ Classroom Observation Techniques/ Comparative Analysis/ Decision Making Skills/ Discipline/ Elementary Education/ Elementary School Students/ Humanistic Education/ Inservice Teacher Education/ Parent Attitudes/ *Program Evaluation/ *School Attitudes/ *Student Attitudes/ Student Teacher Relationship/ *Teacher Attitudes/ Teacher Education/ Tests — Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)

Identifiers: Glasser (William)/ New Castle Pennsylvania School District/ *Schools Without Failure — Identifiers (Identifying terms not found in the Thesaurus of ERIC Descriptors.)

This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC) — Abstract

Abstractor

DIALOG Search File1: ERIC FULL TEXT JAN77

ED128521 UD016293
Lau v. Nichols: History of a Struggle for Equal and Quality Education (An Excerpt).
Wang, L. Ling-Chi
Berkeley Unified School District, Calif. Asian American Bilingual Center.
Publ. Date: Oct 75 Note: 7p.; Excerpt published as a supplement to the Asian American Bilingual Center Newsletter, v1 n1 October 1975
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Students/ *Chinese Americans/ Cultural Differences/ Cultural Pluralism/ Educational Policy/ English (Second Language)/ Equal Education/ Ethnic Groups/ *Historical Reviews/ Minority Group Children/ Non English Speaking/ *Policy Formation/ *Supreme Court Litigation
Identifiers: *California (San Francisco)/ *Lau v Nichols
The history and issues leading to the Supreme Court decision which recognized the special educational needs and rights of limited English speaking students is traced in this article. Also discussed are the ensuing community struggles for the right to fashion the appropriate relief mandated by the Supreme Court and for the right to have quality bilingual bicultural education for students of all language and cultural backgrounds. The suit of Lau v. Nichols relating to San Francisco Unified School District was the last resort after all known channels for seeking equal educational opportunity had been exhausted. Paralleling the deteriorating situation in the school district were the accelerating juvenile delinquency rates in the 1960's in the Chinese community. The significance of the Lau v. Nichols decision nation-wide was immediately felt. There are, according to the U.S. Office of Education, approximately five million school children in the U.S. covered by the decision. Beyond its impact on public education, this decision has long-range legal implications on both the effectiveness and quality of government sponsored social and legal services now provided to non-English speakers across the nation. (Author/AM)

ED126211 UD016182
Child Development: Where Have We Been and Where are We Going with Our Knowledge?
Comer, James P.
National Association for the Education of Young Children, Washington, D.C.
Publ. Date: Nov 74 Note: 9p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D.C. November 1974)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Change Agents/ Child Care/ *Child Development/ *Childhood Needs/ Child Psychology/ *Child Rearing/ Child Welfare/ *Cultural Background/ Cultural Context/ Individual Needs/ *Policy Formation/ Social Action/ *Social Change/ Technology

User2612 (Item 27 of 100) Date:20jan77 5142

The basic issues of child rearing and child development as well as the application of knowledge about child development are addressed in this paper. It is noted that to date children, their families, and their subcultures have been studied and that advice has been given to parents and to teachers about the child's development. Yet it is suggested that the findings concerning the kind of relationship a family needs with institutions and the society in order to be able to rear a child to become a competent and humane adult have been ignored. Because little attention is paid to the relationships between families and society, there is no preparation to look carefully at the kind of institutional and societal changes needed to keep up with changing technology. It is noted that children continue to be reared for the nineteenth century rather than the twentieth, and the impact of technological change has been ignored. One problem has been the fact that the response to change and challenge is to collect new knowledge rather than to apply tried and true knowledge: to be concerned about the intellect rather than the effect and the resultant quality of human relationships. Although some movement towards the implementation of policies that favorably affect the lives of children is noted, there remains a long way to go in developing the kind of interest, knowledge, and organization necessary to affect social policy. (Author/AM)

ED124677# UD016137
Psychological Testing of American Minorities: Issues and Consequences.
Samuda, Ronald J.
Publ. Date: 75 Note: 215p.
Available from: Dodd, Mead & Co. Inc., 79 Madison Avenue, New York, N.Y. 10016 ($6.95)
Document Not Available from EDRS.
Descriptors: *Disadvantaged Youth/ Educational Alternatives/ Educational Policy/ Environmental Influences/ Ethnic Groups/ Minority Group Children/ *Minority Groups/ Nature Nurture Controversy/ Norm Referenced Tests/ *Performance Factors/ Policy Formation/ *Psychological Testing/ *Public Policy/ Research Problems/ Social Action/ Standardized Tests/ Test Bias/ *Testing Problems/ Test Interpretation/ Test Reliability / Test Results/ Test Validity
Not intended to be a technical piece of work in the sense of psychometric innovation, this volume presents a synthesis and summary of over four hundred highly selected reference sources. The objective is to present a gestalt of the perspectives, pitfalls, fallacies, issues, consequences, and trends in the use of standardized norm-referenced tests with American minorities. The book deals more with social justice than with psychometrics, and is intended to signify and delineate in summary form the important ways in which psychological testing can and does impede the parity of American minorities and deny them access to and participation in the goods of the society. Six chapters included are as follows: the testing controversy, technical problems in the appraisal of behavior, nature and nurture, environmental factors influencing test performance, educational and social consequences, and alternatives to traditional tests. The compendium of tests included as an appendix at the end of the book comprises a collection of all instruments designed for those persons, who, by virtue of cultural or socioeconomic differences, veer from the white Anglo-Saxon mainstream of American society. (Author/AM)

ED124665 UD016115
A Critique of "Trends in School Segregation, 1968-73".
Wisenbaker, Joseph M.
Publ. Date: 2 Dec 75 Note: 8p.; Paper presented before a Seminar on Dr. Coleman's Research on Desegregation and White Flight (East Lansing, Michigan, December 2, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Educational Policy/ Educational Research/ *Error Patterns/ Evaluation Methods/ Formal Criticism/ Integration Effects/ Integration Methods/ *Minority Group Children/ Policy Formation/ *Research Methodology/ Research Problems/ *School Integration/ Social Change/ *Statistical Analysis/ Statistical Bias/ Statistical Data/ *Theoretical Criticism
Identifiers: *Coleman (James)
Suggesting that James Coleman's paper on massive school desegragation reveals methodological flaws of such magnitude that they raise serious questions as to the validity of the conclusions, this paper addresses a full sequence of perceived methodological errors found in the Coleman document, but does not dismiss the conclusions based upon initial errors, no matter how cogent they be. This approach makes the implicit assumption that, at each step, all previous operations upon the data are both well reasoned and technically correct. As the critique progresses, it becomes obvious to what extent this assumption is incorrect. The first point made concerns the data base used, and, by implication, the range of variables considered for inclusion in the various regression models used. The second point relates to the unit of analysis employed. Another potential problem concerns the partitioning of the data into two categories based upon school district size. The treatment (or lack of treatment) of the standard errors of the regression coefficients is also criticized. Finally, one of the more misleading of the methodological errors is reflected in the attempt to control for the unique characteristics of the cities through the use of dummy variables. (Author/AM)

ED124281 PS008605
The Role of the Family in Child Development: Implications for State Policies and Programs.
Stretch, Bonnie Barrett
Education Commission of the States, Denver, Colo.
Report No.: ECS-R-57
Publ. Date: Dec 75 Note: 53p.; The fifteenth report of the Education Commission of the States Early Childhood Project
Available from: Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, $3.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors: *Child Development/ Day Care Services/ *Family Role/ Federal Aid/ Health Services/ Parenthood Education/ *Policy Formation/ *Program Evaluation/ Special Services/ *State Programs
Identifiers: *Education Commission of the States
This report contains suggestions for state level policy that move away from the deficit model of intervention and toward a policy of continuing support to all young children and their families. It includes information for evaluating programs and deals largely with methods of program implementation in four areas of early childhood: (1) education for parenthood, (2) health services, (3) day care, and (4) services to families with special needs (including families with handicapped children, teenage parents, or child abusing parents.) (JMB)

ED123329# UD016045
School Desegregation and White Flight: The Role of the Courts.
Taylor, William L.; And Others
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.; Notre Dame Univ., Ind. Center for Civil Rights.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 15 Aug 75 Note: 15p.
Available from: Not available separately; see UD 016 040
Documemt Not Available from EDRS.
Descriptors: *Court Role/ Elementary Secondary Education/ *Federal Court Litigation/ Federal Courts/ Integration Effects / *Integration Litigation/ Integration Methods/ Minority Group Children/ Negro Students/ Policy Formation/ Public Policy/ Racial Integration/ Relocation/ *School Integration
Identifiers: Coleman (James S)/ Suburban Migration/ Urban Migration/ *White Flight
In the debate about the existence of a link between court ordered school desegregation and white flight, a good deal of confusion has arisen over that courts have actually decided in school desegregation cases and what factors influence their decisions. This brief article represents an attempt to dispel the confusion by summarizing the major legal principles that govern courts in determining whether a wrong has occurred, and, if so, what remedies may properly be applied. In posing questions about the role of the courts, the article uses quotations by sociologist James Coleman because his quoted views illustrate popular misconceptions about what courts do and why they do it. In sum, Federal courts in determining both whether a wrong has been committed and the appropriate redress have been actuated by legal principles, not by sociological or educational theories. In deciding on the existence of a wrong, the courts have been insistent that psychological or sociological evidence of harm is not sufficient proof of deliberate action by public officials to segregate schools. On the issue of remedy, courts do have more flexibility, but here they also face constraints. Indeed, far from promotion white flight, courts appear to have achieved stable integration. (Author/AM)

ED123328# UD016044
White Flight Research: Its Importance, Perplexities, and Possible Policy Implications.
Orfield, Gary
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.; Notre Dame Univ., Ind. Center for Civil Rights.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 15 Aug 75 Note: 26p.
Available from: Not available separately; see UD 016 040
Documemt Not Available from EDRS.
Descriptors: Caucasian Students/ Change Agents/ Change Strategies/ Educational Policy/ Elementary Secondary Education / Integration Effects/ Integration Litigation/ Integration Methods/ Integration Plans/ Minority Group Children/ Negro Students/ Negro Youth/ *Policy Formation/ Public Policy/ Racial Balance/ Racial Integration/ Relocation/ *Research Needs/ *Research Problems/ School Holding Power/ *School Integration/ Social Integration/ Student Mobility
Identifiers: Suburban Migration/ Urban Migration/ *White Flight
The difficulties of sorting out the various forces working toward accelerated suburbanization are first discussed in this paper. Secondly, it describes the very severe long term problem of flight not caused by desegregation plans but tending to undermine their viability. Thirdly, it suggests that not only central cities but some inner suburbs as well are vulnerable to ghettoization in the absence of policies to alter the basic demographic trends in urban areas. The analysis suggests that discussion of housing integration as an alternative to school integration is probably misleading. It discusses the policy implications of the imperfect information now available. Among the policy implications noted are that existing research on white flight and urban desegregation can support only limited policy recommendations. The current research findings suggest that the implementation of a desegregation plan, in itself, would have little or no impact on racial patterns in most communities where the issue is still open. The available research also suggests that the first year of desegregation is a critical period for decisions to leave the public schools or move to another school district. This problem might be moderated by expansion of the small federal program providing special assistance for the transition. (Author/AM)

ED123326# UD016042
Desegregation and the Private School Alternative.
Giles, Micheal W.; And Others
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.; Notre Dame Univ., Ind. Center for Civil Rights.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 15 Aug 75 Note: 11p.
Available from: Not available separately; see UD 016 040
Documemt Not Available from EDRS.
Descriptors: Bus Transportation/ Caucasian Students/ *Educational Alternatives/ Educational Policy/ Elementary Secondary Education/ Enrollment Influences/ *Integration Effects/ Integration Litigation/ Integration Methods/ Integration Plans/ Minority Group Children/ Negro Education/ Negro Students/ Negro Youth/ *Parent Reaction/ Parent School Relationship/ Policy Formation/ *Private Schools/ Public Policy/ Racial Integration/ Relocation/ School Holding Power/ School Integration/ Social Integration/ Student Mobility/ Transfer Students
Identifiers: Suburban Migration/ Urban Migration/ *White Flight
Summarized are findings of an intensive study of southern white parents' decision to transfer their children from desegregated public schools to essentially segregated private schools (in seven desegregated school districts in the state of Florida, with data drawn from surveys of white parents of school age children in each of the seven districts). Findings indicate that contrary to expectations, Southerners in the sample are no more likely to avoid desegregation and place their children in private school than non-southerners. Avoidance of desegregation transcends racial views and regional upbringing, but not the ability to afford it. The findings also appear to support multiple district desegregation plans of the type proposed for Detroit. Results also indicate that avoiders are not more racially prejudiced than compliers. Moreover, while resistance is commonly attributed to lower-class persons, avoidance of desegregation through the private schools appears to be an upper class phenomenon. It is concluded that avoidance does not remove the racially prejudiced from the schools, but it removes children whose presence is important. (Author/AM)

ED123325# UD016041
School Integration and White Flight.
Farley, Reynolds
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.; Notre Dame Univ., Ind. Center for Civil Rights.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 15 Aug 75 Note: 20p.; Paper presented at a Symposium on School Desegregation and White Flight (Washington, D.C. August 15, 1975)
Available from: Not available separately; see UD 016 040
Documemt Not Available from EDRS.
Descriptors: Bus Transportation/ Educational Policy/ Elementary Secondary Education/ *Integration Effects/ Integration Litigation/ Integration Plans/ *Minority Group Children/ Negro Education/ Negro Students/ Negro Youth/ Policy Formation/ Public Policy/ *Racial Integration/ Relocation/ *School Integration/ Social Integration
Identifiers: Suburban Migration/ Urban Migration/ *White Flight
Findings of recent studies of school segregation are reviewed in this paper which also tests the idea that school integration is a major cause of white flight from the nation's largest cities. Six major trends in school segregation about which there is agreement, along with three other issues, about which there is less concensus are given and discussed. In reference to the latter, these include the following: (1) whether integration has been a major cause of white flight from public schools in large cities; (2) what techniques will integrate schools given the extent of residential segregation that exists; and (3) in what ways busing has been a success or a failure. In neither region of the country is evidence found that supports the hypothesis that whites are particularly prone to leave public schools in those cities in which the schools are integrated and the proportion of blacks is high. There is no one strategy to integrate public schools which will prove effective in all districts. Busing, although not popular, is an effective technique given residential segregation and the constitutional requirement that all children attend the same schools. Nationally it has not been a major cause of white flight from cities and, in many communities, it has been accepted. Although busing may be necessary in the short run, it may be more desirable to integrate schools in the long run by minimizing racial residential segregation. (Author/AM)

DIALOG Search File1: ERIC FULL TEXT JAN77

ED123324 UD016040
Symposium on School Desegregation and White Flight.
Orfield, Gary, Ed.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.; Notre Dame Univ., Ind. Center for Civil Rights.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 15 Aug 75 Note: 88p.; Papers presented at Symposium on School Desegregation and White Flight (Washington, D.C., August 15, 1975)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors: Court Role/ Educational Alternatives/ Elementary Secondary Education/ *Integration Effects/ Integration Litigation/ Integration Methods/ Integration Plans / Minority Group Children/ Policy Formation/ *Racial Integration/ Relocation/ Research Needs/ Research Problems/ *Social Integration/ *Symposia
Identifiers: Suburban Migration/ Urban Migration/ *White Flight
Five papers intended to serve as an introduction to a complex and rapidly growing body of research are included in this volume. These papers represent the work of scholars who have studied the problem of white flight long before the current controversy over urban desegregation plans made it a national issue. Starting from very different assumptions, the participants at the symposium are in agreement on two basic points: (1) most white flight is not caused by school desegregation plans, and (2) metropolitan plans would produce the most stable desegregation. The remaining debate, particularly focusing on the impact, if any, of desegregation plans on increasing white flight is the basic focus of this collection. The contents include the following: school integration 'tipping' in Mississippi; the importance, perplexities, and possible policy implications of white flight research; and the role of the courts in school desegregation and white flight. (Author/AM)

ED122921# PS008443
Annual Progress in Child Psychiatry and Child Development, 1975.
Chess, Stella, Ed.; Thomas, Alexander, Ed.
Publ. Date: 75 Note: 541p.
Available from: Brunner/Mazel, Incorporated, 64 University Place, New York, New York 10003 ($17.50)
Document Not Available from EDRS
Descriptors: Adolescence/ *Child Development/ *Child Psychology/ Family Counseling/ Hyperactivity/ Learning Disabilities/ Mass Media/ Parent Child Relationship/ *Psychiatry/ Psychosis/ Public Policy/ Race Influences/ *Research/ *Research Reviews (Publications)/ Social Problems
This book contains a collection of 33 articles considered to be the outstanding contributions to the field of child psychiatry in 1975. In general, the articles are of two types:

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original works that hold promise of making a contribution to progress in the study of the child, or review articles which present a clear, thoughtful, and systematic picture of the state of knowledge in an important area. Sections of the book focus on the following topics: (1) social issues and public policy, (2) parent child interaction, (3) developmental issues, (4) adolescence, (5) racial issues, (6) learning disabilities, (7) hyperactivity, (8) childhood psychosis, (9) clinical issues, (10) family therapy, and (11) mass media. Each section is introduced by the editors' assessment of the significance of articles in that area. (JMB)

ED121466 PS008533
The Young Hospitalized Child.
Winters, Anne
Publ. Date: 75 Note: 24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Anxiety/ Body Image/ Changing Attitudes/ Child Care/ Early Childhood Education/ Educational Programs/ *Emotional Development/ Emotional Response/ Historical Reviews / *Hospitalized Children/ *Intellectual Development/ *Literature Reviews/ *Mental Health/ Policy Formation/ Self Concept/ Stimulation
This literature review examines the effects of hospitalization on the young child and suggests ways in which parents and hospital personnel can protect children from the potentially harmful emotional and intellectual effects of hospitalization. The history of attitudes toward the hospitalization of children is discussed. Children's emotional reactions to hospitalization (i.e., bewilderment, withdrawal, redefinition of body image) and their success in dealing with the anxieties of the hospital experience are examined in terms of long-term mental health. It is suggested that efforts should be made to provide "mothering-type" care to hospitalized children, but not to the extent that a feeling of dependency is fostered in these children. Hospitalized children's intellectual development is stressed. Methods in which the hospital environment can provide sources for stimulation and exploration are suggested. Hospital administrators, educators, parents, and medical professionals are called on to develop education programs to increase public awareness of the importance of the hospital stay for the young girl. (BRT)

ED121429 PS008480
Research, Demonstration, and Evaluation Studies Fiscal Year 1975.
Taylor, Arlene, Ed.
Office of Child Development (DHEW), Washington, D.C.
Report No.: DHEW-OHD-76-30030
Publ. Date: 76 Note: 118p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors: Adoption/ Child Abuse/ Child Advocacy/ Child Care Workers/ *Children/ Child Welfare/ Day Care Programs/ *Demonstration Projects/ *Evaluation/ Family Influence/ *Federal Programs/ Information Dissemination/ Objectives/ Policy Formation/ Program Evaluation/ *Research Projects
Identifiers: Project Head Start
This report provides descriptive information on the research, demonstration, and evaluation program of the Office of Child Development (OCD) for fiscal year 1975. An overview describing the role, function, and long range goals of OCD is included along with a discussion of the research, demonstration, and evaluation program's major areas of activity undertaken in support of the goals of OCD. Projects funded through the program are divided into the following areas: advocacy; child abuse and neglect; child development and the family; children at risk and the child welfare system; day care; social policy and information dissemination; Head Start projects; state, local, and community capacity building in children's institutions; unsolicited programs; and contracts. The title, purpose, principal investigator, institution, dates, and amount of funding are included for each project. (ED)

ED121428 PS008479
Child-Care Programs in Nine Countries: A Report Prepared for the OECD Working Party on the Role of Women in the Economy.
Kahn, Alfred J.; Kamerman, Sheila B.
Columbia Univ., New York, N.Y. School of Social Work.
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.: DHEW-OHD-76-30080
Publ. Date: 76 Note: 87p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: *Child Care/ Child Care Workers/ *Cross Cultural Studies/ Day Care Services/ *Early Childhood Education/ Financial Support/ *Foreign Countries/ Government Role/ Intervention/ Policy/ Preschool Programs/ *Program Descriptions/ Public Policy/ Social Services/ Standards/ Surveys
Identifiers: *Cross National Studies of Social Service Systems
This booklet presents the results of a survey of child care programs in nine countries: Canada, France, The Federal Republic of Germany, Israel, Poland, Sweden, the United Kingdom, the United States, and Yugoslavia. Data (prepared in 1974) was assembled for each of the countries by researchers in that country. Eleven facets of child care programs were evaluated: (1) the structure of child care programs, (2) social and welfare supports for child care arrangements, (3) the size and coverage of child care programs, (4) child care program eligibility and financing, (5) goals and purposes of child care programs, (6) major program forms or models, (7) geographical distribution of facilities, (8) staffing of child care programs, (9) standards for child care programs, (10) research and evaluation, and (11) current issues in child care. Data tables are included. (BRT)

ED120316 UD015901
Factors Contributing to a Successful Instance of Elementary School Desegregation.
Howell, John F.
Publ. Date: Apr 76 Note: 28p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: Educational Assessment/ Educationally Disadvantaged/ Educational Planning/ Elementary Education/ Elementary Grades/ *Elementary Schools/ Elementary School Students/ Integration Effects/ Integration Litigation/ Integration Readiness/ Minority Group Children/ Policy Formation/ *Racial Integration/ *School Integration/ Social Integration/ *Success Factors
Identifiers: *Massachusetts (Springfield)
Given a successful instance of public school desegration, this study examines some of the factors that may have contributed to the integration effort. The initial section provides an examination of the historical and socio-political milieu building a context by which various change agents such as pupil mobility, prior experience in limited or voluntary desegregation, ethnic composition, parent participation, and relevant litigation efforts, can be better understood. The report also deals with the planning variables used in the development of the model. The final plan can be seen as a compromise between more idealistic and sociological concerns, and more realistics community concerns. The kindergarten, for one, remains a neighborhood unit and is not affected by the desegregation plan. Other basic concerns of the model are enlarged scool attendance areas and an altered grade structure. A detailed evaluation conducted over the first full year of desegregation provides an examination of attendance, an analysis of achievement scores, and the results of sociological surveys and attitude assessments administered to schools during that year. The composite picture from results obtained by these studies indicated that desegregation was successfully implemented. One of the factors contributing to the success of the September 1974 elementary school desegregation effort is that all of the secondary schools in this city were desegregated by September of 1968. (Author/AM)

ED119827 PS008386
The Vietnamese Children's Airlift: Too Little and Too Late.
Zigler, Edward
Publ. Date: Aug 75 Note: 45p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: Adjustment (to Environment)/ Administrative Agencies/ *Adoption/ Altruism/ Child Advocacy/ Child Welfare/ Cultural Factors/ Delivery Systems/ *Federal Programs/ *Indochinese/ Political Issues/ *Public Policy/ Refugees/ *Relocation/ Social Services/ Social Values
Identifiers: *Operation Babylift
This paper discusses moral, logistical, and other issues concerning phases of "Operation Babylift," the transportation of approximately 2,000 Vietnamese children to the United States for adoption by U.S. citizens at the end of the Vietnamese War. Inadequate health screening, improper selection methods, and crowded and unsafe aircraft are cited as major problems with the airlift of the children. It is noted that many observers have viewed the airlift as a political ploy and/or a tokenistic effort to divert attention from the greater problem of all displaced Vietnamese. The airlift is also criticized for portraying American disrespect for Vietnamese culture and for catering to Americans who had previously been unable to adopt children. A comprehensive plan for providing Vietnamese children with social services is presented. Specific recommendations include: (1) separation of humanitarian aid to the Vietnamese from all other aspects of U.S. Vietnamese policy, (2) an extensive mobilization of Federal bureaucracy to meet Vietnamese needs, (3) the designation of an individual and a federal agency other than AID to take charge of such a mobilization, and (4) provision of assistance to the 2,000 Vietnamese children brought here during Operation Babylift as well as to the many more children remaining in Vietnam. (ED)

ED116822 PS008412
Federal Policy for Preschool Services: Assumptions and Evidence. SRI Project 2158.
Larson, Meredith A.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Sponsoring Agency: Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.: EPRC-2158-24
Contract No.: OEC-0-72-5016
Publ. Date: May 75 Note: 120p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: *Child Care Centers/ Day Care Programs/ *Day Care Services/ *Early Childhood Education/ *Federal Government / Financial Support/ Low Income Groups/ *Policy Formation/ Preschool Programs
Identifiers: *Educational Policy Research Center
This study reviews existing evidence related to the question of whether or not to increase federal support for preschool services in general, and center facilities, in particular. The findings do not indicate a current or impending overall shortage of early childhood services or that low-income families suffer inequities in the costs or distribution of care. Further, no evidence was found of long-term child benefits that would justify a large, immediate increase in federal expenditures for custodial or educational services for preschool children. Five policy conclusions are drawn: (1) proposals for increased federal support of day care do not reflect any clear and present national need: (2) adjustments should be made in the present system which would provide the same profile of incentives for families at all income levels, respond to individual choices in the style and setting of day care services, and reflect realistic assessment of the value of currently demonstrated child benefits from preschool experiences; (3) studies of the mechanics of day care choices should be undertaken; (4) heavy emphasis on the development of new early childhood education models should be discontinued; and (5) research funds should be redirected to encourage the replication of successful early childhood education models in secondary sites. (JMB)

ED116817 PS008332
Guaranteeing Quality in Child Care.
Morgan, Gwen G.
Publ. Date: 3 Apr 75 Note: 14p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors: Accreditation (Institutions)/ Certification/ Consultants/ *Day Care Services/ *Early Childhood Education/ Employment Qualifications/ Facility Requirements/ Family Day Care/ Financial Policy/ *Government Role/ Information Services / Interagency Coordination/ *Public Policy/ *Standards/ State Licensing Boards/ State Standards
This paper presents a discussion of state and federal licensing and regulation of child care services. A hierarchy of the kinds of regulation is defined: (1) basic preventive/protective requirements (related to zoning, fire and safety, sanitation, and basic day care licensing); (2) administrative standards for publicly operated programs (equal to or better than basic private day care licensing requirements); (3) funding standards or fiscal regulation of publicly financed programs; (4) qualifications of the staff regulated by credentialing; and (5) standards of quality for model programs (accreditation). Some of the problems involved in establishing and administering these kinds of regulations are discussed. Consultation, technical assistance, education of the public, community organization, staff development, evaluation, and information centers are identified as nonregulatory ways of pursuing quality child care. (Consultation and information services are briefly discussed.) Some of the special problems involved in licensing family day care homes are explored, and a workshop sheet of questions pertinent to quality child care is provided. (ED)

ED116796 PS008256
Child Care and Public Policy: A Dilemma at All Levels.
Keating, Tom
Publ. Date: Jul 75 Note: 53p.
Available from: Tom Keating, P.O. Box 228, Claremont, California 91711 (Paper, $1.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: *Child Care/ Day Care Services/ Decision Making / Delivery Systems/ *Early Childhood Education/ Educational Policy/ Educational Problems/ *Federal Legislation/ Financial Needs/ *Government Role/ Policy Formation/ *Public Policy/ State Federal Support/ State Programs
This report provides an analysis of public policy issues associated with state and federal child care developments, laws, regulations, and bills. It is intended to aid policy makers, government officials, consumers, and practitioners of child care programs. The report examines three major areas of policy: (1) federal legislative action which culminated in passage of Title XX; (2) regulations which will determine the scope of state-federal implementation of social service legislation; and (3) the proposed Federal Family and Children Services Act of 1975. Discussion includes the impact of legislation and the question of responsibility for delivery of services. Five areas of concern in child care policy are investigated: money (source and flow), eligibility, administration, control, and program quality. Several recommendations directed toward federal and state government branches are made for each of the five policy areas. The appendices, approximately one-half of the report, include statistical data, comments by legislators and excerpts from federal child care regulations. (Author/ED)

ED114434 UD015447
Educational Needs of Children from Minority Groups.
Community Relations Commission, London (England).
Publ. Date: Jul 74 Note: 24p.
Available from: Community Relations Commission, 15-16 Bedford Street, London WC2E 9HX, England ($0.63, paper)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors: Academic Achievement/ Bilingual Education/ Economically Disadvantaged/ Educationally Disadvantaged/ *Educational Needs/ English (Second Language)/ Ethnic Groups/ Immigrants/ *Minority Group Children/ Negroes/ Non English Speaking/ *Policy Formation/ Teacher Education
Identifiers: *England/ West Indians
This paper proposes measures for policy implementation to meet the educational needs of minority group children from "New Commonwealth" (newly independent) countries residing in England. An admission of the importance of education of these children, the need for more resources to be made available to them, and the extent to which these children's needs and those of the indigenous community are similar are stated to be relevant considerations. The main results of systematic research findings and experience in multi-racial schools are given along with the main implications for action and research. Specific recommendations submitted include requests for additional resources from central government, the establishment of a national policy for deprived urban areas, several programs for local education authorities (such as advisory teams on multi-racial education, multi-racial curricula development, and assessment in multi-racial schools), and teacher training with the adoption of positive policies to recruit and train professionals from minority backgrounds. (AM)

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ED113049# PS008116
Selected Readings in the Issues of Day Care.
Harrell, James A., Ed.
Day Care and Child Development Council of America, Inc., Washington, D.C.
Publ. Date: 72 Note: 85p.
Available from: Day Care and Child Development Council of America, Inc., 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, $3.50, plus $0.50 postage and handling)
Document Not Available from EDRS
Descriptors: Child Care Workers/ Child Development/ Cultural Pluralism/ *Day Care Programs/ *Day Care Services/ Delivery Systems/ Family Involvement/ Financial Policy/ *Policy Formation/ Political Issues/ *Reference Materials
This collection of selected readings on day care issues was compiled to provide a more manageable compendium of resources for national policy makers. The selections included date from 1970 to 1972 and were drawn from a wide variety of federally sponsored studies. The readings are organized into six chapters: (1) Day Care as a National Priority, (2) The Purpose of Day Care, (3) A Delivery System for Day Care Services, (4) The Forms and Components of Day Care, (5) The Adults Who Provide Day Care, and (6) Family Involvement in Day Care. A brief listing of other sources available is presented at the end of each chapter. (JMB)

ED113033 PS008059
Planning for Child Development: Handbook. Appalachian Child Care Project.
Corbett, Franklin, Jr.
Georgia Appalachian Child Care Project, Atlanta.; Performing Arts Guild, Inc., Forest City, N.C.
Sponsoring Agency: Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.
Publ. Date: Jul 74 Note: 36p.; For the Manual for this Appalachian Child Care Project Package, see PS 008 058
Available from: PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Child Care/ Decision Making/ *Early Childhood Education/ Evaluation Criteria/ Evaluative Thinking/ Group Guidance/ Guidelines/ *Policy Formation/ Problem Solving/ *Program Planning/ Self Evaluation/ *Workshops
Identifiers: Planning for Child Development Package/ *Project Appalachian Child Care
This handbook is a general planning tool for child development groups that want to be more effective than they are. It is designed to help a group determine (1) its reasons for existence; (2) its aspirations for improving child development programs in the community; (3) its limitations; (4) what steps it needs to take to achieve its goals; (5) who will carry out its initial project; and (6) the schedule of action necessary. The handbook also offers guidance in group self-evaluation, so that the group can determine (1) if the planned project is being carried out; (2) if it is being carried out to the group's satisfaction; and (3) upon completion, if the project fulfilled the group's initial expectations and if the group should continue to proceed with further projects. (ED)

ED113032 PS008058
Planning for Child Development: Manual. Appalachian Child Care Project.
Corbett, Franklin, Jr.
Georgia Appalachian Child Care Project, Atlanta.; Performing Arts Guild, Inc., Forest City, N.C.
Sponsoring Agency: Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.
Publ. Date: Jul 74 Note: 28p.; The Planning for Child Development Handbook is document PS 008 059
Available from: PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Child Advocacy/ *Child Care/ Child Care Workers / Decision Making/ *Early Childhood Education/ Evaluation/ Group Behavior/ Group Dynamics/ Group Guidance/ Group Relations/ *Manuals/ Policy Formation/ *Program Planning/ Resource Materials/ *Workshops
Identifiers: Planning for Child Development Package/ *Project Appalachian Child Care
This group facilitator manual which forms the basis of a package of materials (including a handbook and media presentation) is designed for use with child care councils, policy advisory committees, and child advocacy groups which want to become more effective in developing programs for children. The manual is divided into two major sections. The first section briefly reviews the concepts and principles used in the handbook; that is, the need, approach, theory, and planning process which underlie the package. Information related to the processes of group dynamics is reviewed. The second section reviews the individual steps and decisions found in the handbook including twelve questions through which the group defines itself, its goals, decisions, actions, and follow-up evaluation. For each of these questions, the facilitator is provided guidelines on what to watch and keep in mind, the semantics involved, plus other considerations. Brief sections are also included on the use of the transparencies and slide show. (ED)

ED110194 PS007990
The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74.
Shifron, Gad
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Publ. Date: Nov 74 Note: 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Child Welfare/ *Day Care Services/ *Early Childhood Education/ *Economically Disadvantaged/ Economic Change/ Economic Factors/ Guaranteed Income/ One Parent Family / Parent Education/ Public Policy/ *Public Support/ Resource Allocations/ Sex Discrimination/ Taxes/ Welfare Recipients/ Working Women
Identifiers: *Institute for Research on Poverty
This paper examined the case for public subsidization of child care services from the point of view of an economics theory. It was suggested that public subsidization could be justified either as a way to correct a distortion in resource allocation or as a way to change inappropriate income distribution. The allocative argument consisted of three issues: (1) whether subsidization of day care is the most economically efficient means for helping poverty children become "respectable" citizens, (2) how child care responsibilities cause discriminatipn against women when they choose to work outside the home and how changing the day care situation might help and, (3) whether a public role in day care is necessitated by parents' lack of knowledge about the quality and long term effects of the day care their children are receiving. The income distribution argument was discussed in terms of improving long-run economic opportunities for disadvantaged children and mending inequalities between families. Specific conclusions were drawn with regard to such day care issues as tax deduction, parent education, and welfare families. The general conclusion was that substantial public subsidization of day care did not seem justified on the basis of information now available. (JMB)

ED110161 PS007923
Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10.
Education Commission of the States, Denver, Colo.
Publ. Date: Dec 74 Note: 106p.; Report of the Education Commission of the States, Early Childhood Task Force
Available from: Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, $1.00)
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: Achievement/ Child Development/ Childhood Needs / Cost Effectiveness/ *Day Care Services/ *Delivery Systems/ *Early Childhood Education/ Educational Needs/ Educational Policy/ Federal State Relationship/ Financial Policy/ *Preschool Programs/ *Public Policy/ State Federal Support/

State Programs
Identifiers: *Education Commission of the States
This report contains the texts of addresses and panel discussions presented at a symposium of state decisionmakers. Five aspects of child and family services were explored: (1) priorities for creating and expanding child development services; (2) effective service delivery systems; (3) the relationship between state and federal governments (on the issue of child development); (4) costs of various approaches to child and family services; and (5) sources of technical assistance. The addresses, made by major state and national government personalities, included: "Making Children a Public Issue"; "Reassessing Our Educational Priorities"; "Public Policy and Early Childhood Education-a Buddhist Garden"; "Families and Children: Why Do We Ignore Their Needs?"; and "Making State Policies for Children." Organizing delivery services was the topic of two panel discussions; another panel examined day care and cost effectiveness. A list of program participants and a list of resource consultants are included. (ED)

ED107544# SD008164
Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74.
Commission des Communautes Europeennes (Luxembourg).
Publ. Date: 74 Note: 21p.; For related document, see SD 008 163
Available from: European Community Information Service, 2100 M Street, NW, Suite 707, Washington, D.C. 20037 (Free)
Document Not Available from EDRS.
Descriptors: *Comparative Education/ *Cooperative Planning/ *Educational Mobility/ *Educational Planning/ Educational Policy/ Faculty Mobility/ Higher Education/ Interinstitutional Cooperation/ *International Education/ International Programs/ Migrant Children/ Policy Formation/ Political Science/ Second Language Learning/ Social Studies/ Student Mobility
Identifiers: *Europe
Initial proposals for creating an education program for the European Community are presented in this report. These proposals are limited to broad areas which the Commission has delineated in this first program for a council to work with. The main themes identified as starting points are (1) mobility in education, including the mobility of students, teaching and research staffs, and education and youth administrators; (2) the education of the children of migrant workers; (3) movement toward a European dimension in education which involves the learning of foreign languages, the study of Europe, collaboration between institutions of higher education, and the idea of the European Schools; and (4) relations with the Council of Europe, Organization of Economic Cooperation and Development (OECD), and UNESCO. The draft resolution of the Council of the European Communities and of the Conference of Ministers of Education, meeting within the Council for cooperation in the field of education, and the draft decision of the Council relating to the setting up of a European Committee for Educational Cooperation are given as the institutional framework recommended for enactment of the themes. (ND)

ED106439 UD015235
Career Education: Report of a Wingspread Conference Sponsored by National Urban Coalition and Racine Environment Committee.
Slavin, Peter
Johnson Foundation, Inc., Racine, Wis.
Sponsoring Agency: National Urban Coalition, Washington, D.C.
Publ. Date: Oct 74 Note: 48p.
Available from: Johnson Foundation, Racine, Wisconsin 53401 (Free)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Business Responsibility/ *Career Education/ *Curriculum Development/ Disadvantaged Youth/ Educational Administration/ Educational Needs/ Educational Policy/ Educational Programs/ Minority Group Children/ *Public Policy/ *Urban Education/ Urban Youth/ Youth Employment
The aim of career education is stated to be to avoid tracking lower class students into a time-serving education, one-way jobs, and narrow lives by preparing all for careers of their choice. To date, most career education programs have been concentrated in the suburbs. The National Urban Coalition wants career education to be made part of the curriculum of urban schools, so as to increase the options available to low-income and minority students. To achieve this goal, the coalition is working to enlist business, labor, and service organizations in planning school curricula and supplying jobs and training during and after schooling. On October 21-22, 1974, a National Conference on Career Education took place at Wingspread, which was, to the knowledge of the conference convenors, the first national conference to focus on career education for inner city students. It brought together representatives of business, labor, public service organizations, school systems and government, to develop plans that would open doors to higher education and careers to low-income and minority students. The 55 participants sought to pinpoint the ingredients of a good career education program and determine what it takes to administer one successfully. (Author/JM)

ED106391 UD015119
The Cultural Context of Education: and Seminar Discussion .
Cole, Michael; Hall, William S.
Publ. Date: 17 May 74 Note: 67p.; Paper presented at the Seminar on Public Policy (Center for Urban Studies, Harvard University, Cambridge, Massachusetts, May 17, 1974)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Acculturation/ Basic Skills/ *Cultural Factors/ Economic Opportunities/ Educational Needs/ *Educational Problems/ *Minority Group Children/ Performance Factors/ Policy Formation/ Public Policy/ *Research Problems/ *School Role/ Student School Relationship/ Teaching Styles
In their presentation, at the start of the seminar, the authors note that their focus is on the relationship between cultural needs and the operation of the educational enterprise, and some potential contributions of psychological research to the formulation of educational and social policy. Their case rests on three arguments: (1) schooling has been traditionally viewed as the door of access to full participation in the culture. This has not been true for some members of the culture, particularly non-white minorities; i.e. certain socio-cultural factors make it difficult for them to get through the door, Moreover, these "sub-cultural" factors are at variance with the demands of the mainstream school; (2) schooling is not the door through which one must pass if one is to have access to mainstream American life. The explicitly stated role of the school is not the real one; and, (3) this argument focuses on what the various roles of education are and how they affect minorities. The presentation ends with a discussion of some of the authors' research which (1) questions the idea that basic abilities for example, attention, abstraction, etc. are non-transferable; and (2) demonstrates that performance changes are domain specific. (Author/JM)

ED104571 PS007909
The Young Child: Approaches to Action in Developing Countries. A Draft Report and Recommendations by the Executive Director.
United Nations Children's Fund, New York, N.Y.
Publ. Date: 27 Mar 74 Note: 162p.; For the 68p. addendum, "Training of Personnel for Services for Young Children (From Birth to School Age)" see ED 096 008
EDRS Price MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
Descriptors: *Child Welfare/ Community Involvement/ *Developing Nations/ *Early Childhood Education/ Environmental Influences/ Family Environment/ Financial Support/ Health Services/ Nutrition/ *Policy Formation/ *Program Development/ Social Services/ Working Women
This draft report was prepared to review ways to improve the quality of care for young children (up to six years of age) in developing countries. Some suggestions are presented for consideration by these countries in establishing policies and expanding services and programs. Recommendations are included concerning UNICEF child assistance policies. The vulnerability of the young child and his special needs are discussed, particularly those for which more effective and practical action can be taken by developing countries with some help from UNICEF and other outside assistance. Discussions focus on the young child in deprived population groups, community involvement in improving the well-being of the family; and measures to increase the mother's capacity to look after her children and provide her with greater opportunities for education. A short bibliography of sources for further technical and operational information is included. (Author/CS)

ED104566 PS007829
To Protect and Respect: Advocacy for Your Child. A Child Advocate's Handbook.
Pelosi, John W.; Johnson, Sandra L.
Learning Inst. of North Carolina, Durham.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Aug 74 Note: 73p.; For related document, see PS 007 828
Available from: The Learning Institute of North Carolina, 1006 Lamond Avenue, Durham, NC 27701 (Paper, no charge)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Agency Role/ *Child Advocacy/ *Childhood Needs/ Child Welfare/ Citizen Participation/ *Community Action/ Community Role/ Community Services/ *Guidelines/ Helping Relationship/ *Parent Participation/ Policy Formation/ Social Action/ Youth Agencies
This manual, designed for parents and professionals in psychology, social work, and education, attempts to increase understanding of child advocacy and offers practical suggestions on how to become an advocate for an individual child. The handbook provides a systematic way to monitor the environment of a child, to determine whether his individual needs for personal growth are being met, to evaluate these needs, and to develop options for improving negative situations. The booklet describes a sequence of three tasks, each with a number of carefully delineated sub-steps to be carried out by the child advocate: (1) monitoring (Actively seeking information about the child and how he experiences different situations), (2) assessing (deciding whether a situational change is needed), and (3) advocating (Acting to bring about a change). Observation and assessment worksheet samples are included. (CS)

ED104537 PS007763
Equal Opportunity for Children (A Proposal for Licensed Parenthood).
Rogers, Cosby S.; Hicks, Mary W.
Publ. Date: Mar 74 Note: 10p.; Paper presented at the Meeting of the Southeastern Society for Research in Child Development (Chapel Hill, North Carolina, March 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Certification/ Child Advocacy/ *Child Rearing/ Child Welfare/ Evaluation Criteria/ Family Counseling/ *Family Planning/ *Government Role/ Overpopulation/ Parent Education/ *Parent Role/ Policy Formation/ Psychological Evaluation/ Screening Tests
Identifiers: *Licensed Parenthood
A theoretical proposal for a government-sponsored system of licensed parenthood is suggested, based on the premise that overpopulation, child abuse, and emotional, intellectual, and physical handicaps in children could be controlled through legislation. The three-part legislative proposal for licensed parenthood outlined would include: (1) mandatory birth control, (2) application for parenthood, and (3) a screening process for license applicants. Screening procedures would be based on providing an optimal environment for children, and include an evaluation of the prospective parents on the following criteria: genetic make-up, emotional readiness, motivation, intellectual capacity, financial security, knowledge of parent-craft skills, and the nutritional and physiological fitness of the mother. The feasibility of this proposal is discussed and an alternative plan which allows final decisions to be made by prospective parents themselves after counseling is included. (CS)

ED104529 PS007745
Day Care Premises: A Boon to the Elementary School.
Yawkey, Thomas D.; Aronin, Eugene L.
Wisconsin Univ., Madison. Div. of Early Childhood Education.
Publ. Date: 74 Note: 26p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Child Development/ Day Care Programs/ Educational Innovation/ Educational Objectives/ *Educational Strategies/ *Educational Theories/ *Elementary Education/ Intelligence Quotient/ Nature Nurture Controversy/ Parent Participation/ *Policy Formation/ Preschool Curriculum/ Self Concept
This paper discusses some of the new ways of looking at the growth and development of children that were pioneered by the day care and preschool movement of the 1960's, and that are currently being adopted by the elementary schools. Specifically, five premises about child development are outlined: (1) the notion that the I. Q. is flexible; (2) the child can be taught if his present level of functioning is determined and the appropriate procedures are utilized; (3) development occurs through constant interaction with the environment: environment influences not only what development takes place, but when it takes place; (4) self-concept is extremely important; and (5) parent influence on child development can be utilized to enhance child growth and educational performance. Each of these premises is then discussed within theoretical and practical frameworks. Some of the innovative elementary school activities derived from these perspectives are described. It is surmised that increased use of such assumptions about child growth will lead again to the "discovery" of the benefits of education for the child at the earliest ages, not as an aid for the disadvantaged, but rather as an alternative in the life style of the family. (CS)

ED103557 UD014932
The Testing Dilemma for Minorities.
Franklin, Anderson J.
Publ. Date: Oct 74 Note: 15p.; Paper presented at the Public Hearings on Statewide Testing and Evaluation, State of New York (Albany, N.Y., October 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Achievement Tests/ Aptitude Tests/ *Educational Policy/ *Educational Testing/ Government Role/ *Minority Group Children/ Public Policy/ Racial Discrimination/ Social Discrimination/ *State Government/ State Programs/ *Test Bias/ Testing Problems/ Testing Programs/ Test Validity
The document states that certain steps need to be taken immediately for rectifying and containing the injustices of testing. Until such time that the State can demonstrate unequivocally that their statewide testing and evaluation program is fair to all groups, and that every student has had an equal exposure to quality school environments before evaluation then there should be a moratorium on testing. The State should establish a task force for the development of an Office of Consumer Affairs in Testing and Student Evaluation. The State should establish a Research and Development Office which will have the latitude to study empirical questions of teacher and pupil performance. It is most important that evaluative agencies recognize that tests and their ensuing social judgments are instruments of racism by virtue of minority exclusion in all phases of test utilizations. Moreover since minorities have limited access to the opportunity (mainstream) structures of this society, much less policy making positions, it is obvious that decisions on criterion variables (job or education) have negligible minority inputs. Since racism has been an integral characteristic of the power brokers in this country, and the testing industry caters to the power brokers, there is no reason to assume that testing has the best interests of minorities at heart. (Author/JM)

ED103115 PS007742
The Pre-School: First Step Towards a Better Environment for Children.
Rosengren, Bodil
Swedish Inst., Stockholm.
Publ. Date: Sep 74 Note: 14p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Administrative Organization/ *Day Care Services / *Educational Objectives/ *Educational Planning/ Methods/ Models/ *Policy Formation/ *Preschool Education/ Social Services/ Standards/ Statistical Data/ Teaching Methods
Identifiers: *Sweden
This report describes the administrative organizational plans and pedagogical objectives for early childhood education programs in Sweden which have evolved since the passage of the 1973 Pre-School Activities Act. A Central Joint Committee for Pre-schools will be set up to advise both the Board of Health and Welfare and the Board of Education. Within the individual municipalities, pre-school activities are to be the responsibility of the central social services committee, although, according to the government bill, the various forms of pre-school activity will be guided by a uniform educational approach. The approach is based on interplay and cooperation between children and adults, children and children, and adults and adults. A description of the organizational model, as set by the 1968 Commission on Child Centres, includes discussions of full- and part-time pre-schools, the staff team, the latest available statistics on enrollment, projected expansion figures, and commissions appointed to review the conditions of pre-school children. (CS)

ED103110 PS007724
Recent and Proposed Educational Programs in Congress.
Mondale, Walter F.
Publ. Date: 12 Sep 74 Note: 13p.; Remarks at a meeting of the National Council of Organizations for Children and Youth (Washington, D. C., September 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Child Advocacy/ *Child Welfare/ Day Care Programs/ Delinquency/ *Educational Legislation/ Family Programs/ *Federal Programs/ Health Services/ *Policy Formation/ *Political Issues/ Social Services
This paper presents a discussion of recent and pending legislation dealing with day care, child advocacy, family services, juvenile delinquency, and maternal and child health care. Six suggestions are offered concerning legislation which needs to be enacted: (1) a child and family services program along the lines of the child development bill President Nixon vetoed in 1971; (2) an early and periodic screening, diagnosis, and treatment program; (3) a social services bill; (4) a national health insurance program which includes full and adequate provisions for the care of young children; (5) tax reform legislation which provides tax relief to middle-income families; and (6) special attention to programs related to foster care and adoption. It is urged that political action on behalf of children's programs be significantly increased. Politicians should be held accountable for their actions, and their views on children's issues should be publicized. The members of the National Council of Organizations for Children and Youth are urged to lobby for key legislative issues and to issue report cards based on how members of Congress vote on issues of importance to children. (CS)

ED102219# UD014368
National Nutrition Policy: Nutrition and Health; Nutrition and the International Situation; Nutrition and Food Availability, Working Papers.
Quimby, Freeman H.; Chapman, Cynthia B.
Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.
Publ. Date: May 74 Note: 137p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PT 1, $1.30; PT 2, $0.75; and PT 3, $0.90)
Document Not Available from EDRS.
Descriptors: Agricultural Production/ Anthologies/ Child Development/ Economic Factors/ *Federal Government/ Food Standards/ Government Role/ *Health Needs/ Hunger/ Mental Development/ *Nutrition/ Physical Development/ *Policy Formation/ *Public Policy/ World Problems
This document was compiled by the Specialist, Life Sciences, Science Policy Research Division and the Analyst, Biological Sciences, Science Policy Research Division of the Library of Congress in response to a request of the Senate Select Committee on Nutrition and Human Needs. Submitted under the general title, "A Compilation of Key Papers for Use by the Select Committee on Nutrition and Human Needs," this document is organized in three parts. Part One, "Nutrition and Health," includes articles focusing on the lack of news reporting on the problem of nutrition, maternal nutrition and the course of pregnancy, early malnutrition and human development, nutrition and infection, and other topics. Part Two, "Nutrition and the International Situation," includes articles focusing on the politics of food, nutrition and world health, the world food problem, the ecology of malnutrition, potentials for increasing food production in the western hemisphere, and other topics. Part Three, "Nutrition and Food Availability," includes articles focusing on the changing food market, food-related energy requirements; energy use in the U.S. food system, maximum production capacity of food crops, and the manner in which American agriculture has replaced the natural food chain with the journey from refinery to processing plan. (JM)

ED101822 PS006971
An Evaluation of Day Care in Region X. Precis. Final Report.
Knape, Lawrence E.
Unco, Inc., Washington, D.C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-X-72-0055
Publ. Date: 31 Mar 73 Note: 94p.; For related documents, see PS 006 972-974
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Cost Effectiveness/ *Costs/ *Day Care Services/ *Federal State Relationship/ Health Nutrition/ *Policy Formation/ Program Evaluation/ Safety/ Social Services/ *Standards
Identifiers: Alaska/ Idaho/ Oregon/ Washington
This paper presents an overview of the major findings of a study evaluating federally-supported child day care in Alaska, Idaho, Oregon, and Washington. The principal objective of the study was to evaluate day care quality using the proposed federal day care standards as a baseline and to develop strategies to improve these services. The study reviewed the problems and perspectives of day care providers and consumers, as well as administering agency practices. In this precis, particular strengths and weaknesses in each of the states, projected cost estimates for upgrading services, and four alternate strategies for federal, state and local officials to improve the quality of day care are summarized. Three other volumes provide materials summarized in this precis. (Author/CS)

ED097981 PS007536
Caring Is Becoming Accountable: A Study of Child Care Needs for the Tri-County Action Program, Inc.
Fishhaut, Erna H.
Early Learning Resources, Inc., Minneapolis, Minn.
Sponsoring Agency: Tri-County Action Programs, Inc., St. Cloud, Minn.
Publ. Date: 73 Note: 94p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Census Figures/ Child Care Workers/ *Day Care Services/ Employment Statistics/ Family Life/ *Parent Attitudes/ *Policy Formation/ *Regional Planning/ Rural Urban Differences/ School Statistics/ Socioeconomic Influences/ *Statistical Data/ Working Women
This report presents the findings of a survey of child care needs in three counties of Minnesota. The survey was designed to provide information in the following areas: (1) the number of children needing child care service, (2) the types of child care services desired by parents, (3) the knowledge and understanding of child care services as expressed by parents, (4) the existing patterns of child care, and (5) the circumstances and situations which might affect the determination of future programs. Respondents were 100 mothers from rural areas and 100 mothers from a metropolitan area, randomly chosen, but representing families having at least one preschool child. The findings are divided into five sections: the families, the working women, the children, the child care arrangements, and the caregivers. Each section provides a summary of findings and numerous data tables. Concluding chapters attach some of the myths about child care services in light of the survey's findings and present an outline of recommendations for developing a course of action to meet area needs. A glossary is included. (CS)

ED097969 PS007481
Federal Involvement in Early Childhood Education (1933-1973): The Need for Historical Perspectives.
Takanishi-Knowles, Ruby
Publ. Date: 74 Note: 49p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Day Care Services/ *Early Childhood Education/ Educational Legislation/ *Federal Programs/ Historical Criticism/ Historical Reviews/ Models/ *Policy Formation/ Political Issues/ Poverty Programs/ *Program Descriptions/ Social Structure/ Social Systems/ Socioeconomic Influences/ Working Women
The main purpose of this paper is to examine recurring themes which emerge from past federal programs in early education and to identify potential areas where critical historical research is necessary. The author, after a brief survey of federal involvement in early education from 1933 to 1973, suggests that the historical perspective might provide a critical context for policy decisions in early childhood education if future historical research would shift from a descriptive to an analytic level of inquiry. Numerous examples of such an analytic historical method are provided in the text, along with a variety of suggestions for further historical public policy research, such as the impact of early education on: (1) the lives of American children, (2) the development of the professional organizations, (3) public attitudes regarding early education, and (4) on the development of private institutions of early education. The task ahead for a 'new history' of the federal presence in early education lies not so much in the questions which are raised but in the identification of alternative frameworks which organize the questions in relation to each other. (CS)

ED097093 PS007154
A Review of Federal and State Regulations for Day Care Programs and Facilities. Center for Human Services Development Report No. 10.
Hollick, Rosemary; And Others
Pennsylvania State Univ., University Park. Coll. of Human Development.
Sponsoring Agency: Pennsylvania State Dept. of Public Welfare, Harrisburg.
Report No.: PSU-CHSD-R-10
Publ. Date: Apr 72 Note: 41p.; For other reports in this series, see PS 007 155-164
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Admission Criteria/ *Certification/ *Day Care Services/ Food Service/ Health Services/ Instructional Staff/ Parent Education/ Physical Facilities/ *Policy Formation/ Program Improvement/ School Personnel/ State Licensing Boards/ *State Standards/ *State Surveys/ Transportation
This report provides a review of U.S. regulatory standards for day care programs and facilities and makes recommendations for the revision of day care regulations in Pennsylvania. Following a brief discussion of federal interagency requirements, a number of short descriptive analyses compare individual state standards in the areas of licensing, physical environment, staff/child ratios, admission policies, and program and services. A short separate section deals with family day care homes and special group infant and night care programs. On the basis of this review, 17 specific recommendations are provided for the formation of new day care standards in Pennsylvania. (CS)

ED096385 UD014564
Transforming the Structure of Failure: The Structure of Failure: Part II.
John, Vera P.; Leacock, Eleanor
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Grant No.: NE-G-00-3-0074
Publ. Date: 74 Note: 34p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Community Involvement/ *Disadvantaged Youth/ Economically Disadvantaged/ *Educational Change/ Educationally Disadvantaged/ Educational Needs/ Educational Policy/ *Educational Problems/ *Failure Factors/ Minority Group Children/ Public Policy/ School Community Relationship
The present trend in writings on school has shifted somewhat from the documentation of educational inadequacies and inequities and suggestions for their reform, to analyses of the role schooling plays in out society generally. While the efforts of educationally disenfranchised communities to achieve some influence and control over the schooling of their children has slowed, it has not ceased. Such efforts can give direction to those who still seek ways to improve education for the poor. The first section of this focuses on the social context of teaching from the viewpoint of an anthropologist. The second follows through on the implications of individual learning from the standpoint of a psychologist. Three basic arguments are put forth: (1) that a new process-oriented education for poor children cannot be implemented in schools which have failed to resolve the ideological tensions between oppressed communities and their educational institutions; (2) that the focus on children as targets of change in the war on poverty--a focus which did not include entire communities in programmatic efforts to eradicate poverty--created new problems without necessarily solving old ones; and, (3) that teachers cannot respond productively to the learning and thinking styles of children which are different from their own unless we develop new forms and structures for schooling. (Author/JM)

ED095986 PS007373
Alternatives for Regulation of Family Day Care Homes for Children.
Morgan, Gwen G.
Day Care and Child Development Council of America, Inc., Washington, D.C.
Publ. Date: Jan 74 Note: 72p.; Paper presented at the Conference on Family Day Care (St. Petersburg, Florida, January 1974)
Available from: The Day Care and Child Development Council of America, Inc., 1012 14th Street, N. W., Washington, D. C. 20005 ($2.00, plus $0.50 postage and handling)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Administrative Problems/ *Agency Role/ *Certification/ *Day Care Services/ *Family Environment/ Incentive Systems/ Models/ *Policy Formation/ State Agencies
Because state agencies have found that the licensing of family day care homes presents administrative problems which are quite different from the licensing of day care centers this report presents arguments against traditional licensing practices. Six alternatives are suggested for states making decisions about their future directions in family day care regulation: (1) Continue to license family day care, making some improvements in licensing statutes and procedures, and adopt one of four different models for registration which have been proposed by experts, which are: (2) registration as a form of licensing; (3) registration as directing regulation; (4) registration with required training of family day care mothers; and (5) simple registration. The final option (6) is to abandon the effort to license or to register, but put the same effort into upgrading homes through nonregulatory methods such as support systems and education of the public. An incentive program for registration is deemed to be a necessary corollary to any chosen model, and a further refinement of each of the basic alternatives is suggested before a basis for uniform recommendations to the states can be made. (CS)

ED094070 UD014419
Day Care as an Instrument of Political and Social Control.
Schwimmer, Barbara
Publ. Date: 14 Apr 74 Note: 19p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (San Francisco, California, April 14, 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Child Care/ *Day Care Programs/ Federal Programs/ *Institutional Role/ Policy Formation/ Political Issues/ Poverty Programs/ Professional Services/ *Program Development/ *Public Policy/ Social Problems/ Social Services/ *Social Values/ Social Work/ Welfare Recipients
Day care is an entity unto itself whose values and goals have neigher been proclaimed nor supported. Unless it examines and declares its theoretical base reflecting planning in response to what it views as its purpose and mission, it will continue to be treated as a marginal, residual institution and user capriciously as a political and social instrument. Day care's unavowed goals have been almost exclusively work oriented, spiked with programmatic doses of education and social work geared toward the prevention of family breakdown--toward the family deemed inadequate socially or economically--the dysfunctioning family. Even its original avowed goal--prevention of juvenile delinquency--has consistently been vulnerable to the whims of governmental legislation and social attitudes. Day care is a prime example of organizational adaptation to precarious values. In the 1960's, as day care itself began the push for professionalization and viable educational goals, and with the development of Head Start programs as a way of operationalizing both community control and self-determination, the long dormant concept of viewing day care as a social service emerged. The reconceptualization of day care as a social service resource not limited to dysfunctioning families falls within the purview of preventive models of intervention. (Author/JM)

ED094065* UD014414
Cultural Pluralism.
Epps, Edgar G., Ed.
National Society for the Study of Education, Chicago, Ill.
Publ. Date: 74 Note: 180p.; Series on Contemporary Educational Issues
Available from: McCutchan Publishing Corp., 2526 Grove Street, Berkeley, California 94704 ($9.50)
Document Not Available from EDRS.
Descriptors: *Acculturation/ Behavioral Sciences/ Black Community/ Community Control/ *Cultural Pluralism/ *Educational Problems/ Japanese Americans/ *Minority Group Children/ Policy Formation/ *Public Policy/ Research Utilization/ School Community Relationship/ School Integration / Socialization/ Social Sciences
The contents of this compendium, dealing with the proper role of the schools in the socialization of Afro-American, Mexican-American, Native American, Asian-American, European-American, and mainland Puerto Rican children, are organized into four parts. The introduction is an essay by Thomas F. Pettigrew, "Racially Separate or Together?" Part 1, "Assimilation and the Schools," includes the following papers: "Melting Pot: Myth or Reality?" Andrew T. Kopan; "Persisting Ideological Issues of Assimilation in America," Alfredo Castaneda; and, "The Americanization and Education of Japanese-Americans," Reed Ueda. Part 2, "Black Experience: Segregation to Community Control," includes the following papers: "Making the Schools a Vehicle for Cultural Pluralism," Barbara A. Sizemore; "Community Control: The Values Behind a Call for Change," Judson Hixson; "The Utilization of Behavioral and Social Sciences in Minority Group Education," Edward J. Barnes; and "Alienation of Afro-American Children," Diana T. Slaughter. The epilogue an essay by Edgar G. Epps, "The Schools and Cultural Pluralism." (Author/JM)

ED094041* UD014356
National Nutrition Policy: Nutrition and Special Groups. A Working Paper.
Quimby, Freeman H.; Chapman, Cynthia B.
Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.
Publ. Date: May 74 Note: 187p.; Prepared for the Senate Select Committee on Nutrition and Human Needs, 93rd Congress, 2nd Session
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.60)
Document Not Available from EDRS.
Descriptors: Adolescents/ Child Development/ *Disadvantaged Groups/ Eating Habits/ Economic Factors/ Federal Government/ *Field Studies/ *Health Needs/ Mexican Americans/ Migrant Children/ *Nutrition/ Nutrition Instruction/ Preschool Children/ Public Policy/ *Scientific Research
The contents of this working paper comprise a series of journal articles focusing on nutrition and special groups. Papers relating to those on the aged are entitled: Nutrition and Health of Older People, and Nutrition for the Aged--A Summation. Those on the American Indian discuss nutrition intake and food patterns, contemporary dietary patterns, Indian and Alaska native low income groups, nutrition research and community service, and an economic and social study of nutrition. A single article on the blacks focuses on observations on dietary behavior and nutrition among low income urban Afro-American infants and children. Nutrition and other special groups are discussed in relation to food habits of migrant farm workers, effectiveness of nutrition aides in a migrant population, and nutritional status of children of Mexican American migrant families. Other general articles deal with nutritional status of preschoolers, nutrition and handicapped children, a review of teenage nutrition, and a survey of nutritional studies on preschool children. (RJ)

ED093459 PS007183
The History and Current Status of Federal Legislation Pertaining to Day Care Programs.
Searcy, Ellen D.; Ouellet, Ronald
George Washington Univ., Washington, D.C. Social Research Group.
Publ. Date: Nov 71 Note: 35p.; Appendix A, "The Day-Care Jungle" by Susan Boyer, reprinted from "Saturday Review," (Feb. 20, 1971), pp. 50-51 is copyrighted and is not included in the pagination; Some parts of this document may reproduce poorly
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Comprehensive Programs/ *Day Care Services/ Educational Finance/ Expenditures/ *Federal Aid/ *Federal Legislation/ Government Role/ *Policy Formation/ *Political Issues
This report is a brief summary of the history of Federal Day Care provisions through the sixties and an analysis of the child care legislation pending in Congress during 1971. The 92nd Congress, in attempts to answer the growing demands for Federally-sponsored child care, introduced four separate bills dealing with child care financing: HR. 1 (Social Security Amendments of 1971), S. 2003 (Child Care Services Act of 1971), S. 2007 (Economic Opportunity Amendments of 1971), and the H.R. 10351 (Comprehensive Child Development Act). Materials outlining the major points and significant differences in H.R. 1 and S. 2003 appear in Appendix B, and key differences between H.R. 10351 and S. 2007 are outlined in Appendix C. The report highlights areas of agreement in the bills, and indicates specific measures where compromise is needed. (CS)

ED093454 PS007178
Child Advocacy: Implications for Child Welfare.
McGowan, Brenda G.
Columbia Univ., New York, N.Y. School of Social Work.
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
Report No.: OCD-CB-386
Publ. Date: 17 Apr 73 Note: 31p.; Paper presented at the Southeast Regional Conference, Child Welfare League of America (Atlanta, Georgia, Apr. 17, 1973)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Agency Role/ *Child Advocacy/ *Child Welfare/ Evaluation Criteria/ Intervention/ Models/ *Policy Formation/ *Program Evaluation/ *Social Services/ Social Workers
The purpose of this study was to evaluate the many diverse activities going on under the child advocacy label in order to determine if there was anything new or different about this phenomenon and to attempt some conceptual ordering of the field. Interviews were conducted with a number of people knowledgeable in children's service, and an attempt was made to identify as many child advocacy programs as possible. Case studies of some 70 programs were conducted, and a total of 116

child advocacy programs were identified. On the basis of this survey, a number of themes which underlie current efforts in the child advocacy movement are elaborated, and implications for child welfare are presented. (CS)

ED093443 PS006707
Planning Early Childhood Education Programs in Illinois .
Publ. Date: 73 Note: 21p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: College Programs/ Continuous Learning/ Cooperative Planning/ Day Care Services/ *Early Childhood Education/ *Educational Objectives/ *Educational Planning/ Inservice Education/ *Measurement Goals/ *Policy Formation/ Program Improvement/ Statewide Planning/ Teacher Education/ Working Women
Identifiers: *Illinois
The long range goals for preschool education in Illinois are described in this report, with emphasis on three important concepts: (1) cooperation of all levels of education in supporting the concept of early education, (2) necessity of educating teachers in this specific profession, and (3) incorporating early education programs in the public school structure. This paper lists a number of objectives, and defines and describes the criteria by which these objectives may be judged to have been accomplished. (Author/CS)

ED092245# PS007364
Review of Child Development Research. Volume 3: Child Development and Social Policy.
Caldwell, Bettye M., Ed.; Ricciuti, Henry N., Ed.
Society for Research in Child Development, Lafayette, Ind.
Sponsoring Agency: National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Publ. Date: 73 Note: 581p.
Available from: The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 ($15.00)
Document Not Available from EDRS.
Descriptors: Adoption/ Aggression/ *Child Development/ Child Labor Legislation/ Disadvantaged Groups/ Fatherless Family/ Intervention/ Legal Problems/ *Literature Reviews/ Parent Child Relationship/ *Public Policy/ *Research/ *Social Action/ Social Class
The concern of this work is the influence of child development research on social policy. Papers were chosen because they illustrate that there should be a symbiotic relationship between social action on one hand and child development research and its underlying theory on the other. (Author/CS)

ED091485 UD014261
Poverty and Health: Children's Medical Care. Discussion Papers.
Lefcowitz, Myron J.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Report No.: IRP-DP-159-73
Publ. Date: 73 Note: 34p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Child Care/ Childhood Needs/ *Economic Disadvantagement/ Economic Factors/ Family Characteristics/ Family Income/ Health Needs/ *Medical Services/ Medical Treatment/ *Models/ Multiple Regression Analysis/ *National Surveys/ Parent Attitudes/ Professional Services/ Public Policy
Using data obtained from a National Center for Health Statistics Household Health Survey, a model for children's medical care utilization was tested. The variables included in the model were need, physician supply, family preference, and family disposable income. The first question addressed was the income effect on children's visits to physicians. Most of the apparent effect of income on children's visits to the physician can be attributed to the number of children in the family and the education of the male and female heads. The income effect is not completely accounted for, however. It may be that the price of medical care is such that it constrains utilization except at the very highest income levels. The second question was the effect of other parts of the model on children's visits to the physician. The analysis suggested that need--as indicated by the age of the child--and family preferences had the largest effects on children's medical care utilization. This analysis brings into question the direct effect of poverty on health care, an assumption of policies to increase health care for the poor. It suggests that the less frequent utilization of physicians by lower income persons is largely due to their lesser preference for that care. (Author/JM)

ED091082 PS007310
Policy, Programs and Research in Child Development: A Review and Assessment from a Minority Perspective. Final Report.
Hall, William S.; And Others
Princeton Univ., N.J. Dept. of Psychology.
Report No.: OCD-CB-190
Publ. Date: 1 Sep 73 Note: 285p.
EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE
Descriptors: *Child Development/ Early Childhood Education/ Intelligence/ Language Development/ Minority Groups/ Negroes/ *Policy Formation/ *Program Planning/ Race Relations/ *Racial Factors/ *Racism/ Self Concept/ Spanish Americans
Minority perspectives on policy formation, programs, and research in child development are presented in this report, which is divided into four main sections. The first section provides a theoretical review of the concepts of racism in general and institutional racism in particular. It defines institutional racism and discusses the function of institutions. The second section discusses the impact of institutional racism on policy formation in the area of child development. The third section, based on the empirical findings of the authors, describes the impact of institutional racism upon the outcome of child development programming, suggests new approaches for the evaluation of programming consequences, and makes recommendations for increasing federal program benefits for minority groups. The last section examines the fundamental assumptions underlying some of the current research in child development (particularly in relationship to black child development) in these areas: self concept, language behavior, and intelligence. (SET)

ED088587 PS007139
Parent Involvement in Early Childhood Education: A Perspective from the United States.
Datta, Lois-ellin
National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: Oct 73 Note: 120p.; Paper presented at the Centre for Educational Research Innovation Conference on Early Childhood Education (Paris, France, October 1973)
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: *Early Childhood Education/ *Parent Education/ *Parent Participation/ Policy Formation/ *Preschool Children/ *Program Planning/ Research Needs
Identifiers: Follow Through/ Home Start
In early childhood education, there is a growing trend towards greater involvement of parents as educators, as paid and volunteer staff, as decision makers, and as resources. The purpose of this paper is to consider the origins of the trend towards parent involvement, to describe its various forms, and to present some policy implications. Parent components of various Head Start and Follow Through programs and research implications for different models of parent involvement are discussed. Topics focus on parental role in early childhood education, barriers and incentives to parent participation, and costs of different forms of parent involvement. An extensive bibliography is included. (ST)

DIALOG Search File1: ERIC FULL TEXT JAN77

ED087570# PS007146
Who's Minding the Children? The History and Politics of Day Care in America.
Steinfels, Margaret O'Brien
Publ. Date: 73 Note: 281p.
Available from: Simon and Schuster, Rockfeller Center, 630 Fifth Avenue, New York, NY 10020 ($8.95)
Document Not Available from EDRS.
Descriptors: Administrative Policy/ Child Care/ *Day Care Services/ Educational Legislation/ Educational Policy/ *Guidelines/ *History/ Mother Attitudes Parent Role/ *Policy Formation/ *Political Power/ Socialization
Recounts the history, describes the present, and puts forward the crucial political and educational questions whose resolution will determine the future of day care in America. Suggested guidelines include a child-centered, parent-controlled, quality (educative) child-care service. (CS)

ED086760 UD014006
Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Nutrition Education 1973. Part 8--Broadcast Industry's Response to TV Ads. Hearings Held Washington, D.C., June 11, 1973.
Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.
Publ. Date: 11 Jun 73 Note: 52p.; Committee Print, Senate Select Committee on Nutrition and Human Needs
Available from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No.: 5270-02046; $0.50)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: *Broadcast Television/ *Childhood Attitudes/ Child Welfare/ Communications/ Dietetics/ Eating Habits/ *Foods Instruction/ Food Standards/ Government Role/ Health Education/ Mass Media/ Nutrition Instruction/ *Programing (Broadcast)/ *Publicize/ Public Policy
These hearings are with the broadcasting industry on television advertising of food to children. The committee had heard testimony previously from nutritionists, dentists and consumers that there is incessant advertising of sugared and snack foods on television to children, which adversely affects their dental and physical health. The Code Authority of the National Association of Broadcasters commissioned a study by Dr. Charles Winick, City College of the City of New York, of the actual content of television aimed at children. The hearings explored the implications of the Winick Study and the Code Authority's new statement of principles. The witnesses were: Stockton Helffrich, director, National Association of Broadcasters, and vice presidents responsible for program standards with the three major networks: Herminio Traviesas, National Broadcasting Company; Alfred Schneider, American Broadcasting Company; and Thomas Swafford, Columbia

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Broadcasting Company. (Author/JM)

ED0863:4 PS006845
Child Development Policy for Texas. Policy Research Project Report Number 2.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Publ. Date: 73 Note: 106p.
Available from: Director of Public Affairs, Lyndon B. Johnson School of Public Affairs, Drawer Y, University Station, Austin, TX 78712 ($3.00, paper)
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: Child Welfare/ *Comprehensive Programs/ Day Care Services/ *Early Childhood/ Educational Economics/ Educational Planning/ Educational Policy/ *Federal Programs/ Interagency Coordination/ Interagency Planning/ Interinstitutional Cooperation/ *Policy Formation/ *Statewide Planning
Although this report indentifies steps essential to developing a comprehensive state policy for children, it does not prescribe a particular policy or set of policies. From that viewpoint, the goals of the study are limited. The goals are (a) to assess child development policy in Texas from two perspectives, programmatic and systematic, and (b) to present options available for correcting administrative and legislative deficienceis that currently stand in the way of providing services to the children of Texas. The four chapters of this report discuss in detail the measures that must be taken to develop a comprehensive child development program. Chapter I assesses the service potential of the 10 most important child development programs in Texas. Chapter II examines existing or potential links among the major child development programs. Chapter III identifies selected policy issues that affect child development and the proposed child development system or its components. Chapter IV reviews specific capabilities that the state must develop to combine the isolated federal programs into a comprehensive policy. (Author/CS)

DIALOG Search File1: ERIC FULL TEXT JAN77

ED086312 PS006818
Child Care in the work Incentive Program.
Smith, Audrey D.; Herberg, Dorothy
Chicago Univ., Ill. School of Social Service Administration.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Publ. Date: Jul 72 Note: 137p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: *Child Care/ *Day Care Services/ Family Problems/ Labor Force/ Mother Attitudes/ *Parent Attitudes/ Parent School Relationship/ Policy Formation/ *Welfare Services/ Work Attitudes/ Working Parents/ *Working Women
Identifiers: Aid to Dependent Children
Two studies comprise this report. The first paper, "Child Care Arrangements of Mothers in the Work Incentive Program," places particular emphasis on the mothers' patterns of utilization of various types of child care arrangements, the apparent adequacy of these arrangements, the degree of the mothers' satisfaction with them, and the extent to which child care affects the mothers' participation in the training program. The second paper, "The Child Care Partnership of Government and Family: A Case for Consumerism?", concerns the issue of the relative responsibilities and privileges of the welfare agencies versus the ADC (Aid to Dependent Children) parents. The two papers in this volume supplement a previous report submitted to the Manpower Administration of the Department of Labor entitled "Decision-Making in the Work Incentive Program." (CS)

ED085441 UD013931
Studies in Public Welfare. Paper No. 12 (Part I): The Family, Poverty, and Welfare Programs: Factors Influencing Family Instability. A Volume of Studies Prepared for the Use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States.
Joint Economic Committee, Washington, D.C.
Publ. Date: 4 Nov 73 Note: 184p.; Joint Economic Committee Print, Ninety-third Congress, First Session
Available from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-02040, $1.25)
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Descriptors: Black Community/ Child Welfare/ Economically Disadvantaged/ Economic Disadvantagement/ Family Counseling/ Family Resources/ *Family Structure/ Illegitimate Births/ Living Standards/ *Marital Instability/ Parent Responsibility/ *Poverty Research/ *Public Policy/ Welfare Problems/ *Welfare Recipients
Contents of this volume of studies analyzing the causes of the alarming growth in illegitimacy, families lacking a father, and welfare caseloads, include the following studies: "The Family, Poverty, and Welfare Programs: An Introductory Essay on Problems of Analysis and Policy," Robert I. Lerman; "The Impact of Welfare Payment Levels on Family Stability,"

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Marjorie Honig: "Income Supplements and the American Family," Phillips Cutright and John Scanzoni; "Illegitimacy and Income Supplements," Phillips Cutright; "Participation in the Aid to Families with Dependent Children Program (AFDC)," Barbara Boland; "Treatment of Families Under Income Transfer Programs," Irene Cox; "Poverty, Living Standards, and Family well-Being," Lee Rainwater; "Child Welfare, Parental Responsibility, and the State," Harry D. Krause; "The Concept of Family in the Poor Black Community," Carol B. Stack and Herbert Semmel; "Black Family Structure: Myths and Realities," Andrew Billingsley; and, "Family and Community Life in the Working Class," Marc Fried and Ellen Fitzgerald. (JM)

ED084316 UD013875

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Nutrition Education--1973. Part 6--Phosphate Research and Dental Decay. Hearings Held Washington, D.C., April 16, 1973.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Publ. Date: 16 Apr 73 Note: 54p.

Available from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01877, $0.40 domestic postpaid, $0.25 GPO bookstore)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors: *Child Development/ *Dental Health/ Federal Government/ *Food/ Government Role/ Health Needs/ Information Dissemination/ Nutrition/ Policy Formation/ Public Health/ Public Policy/ Research Needs/ *Research Reviews (Publications)/ Research Utilization/ *Scientific Research

These hearings before the Select Committee on Nutrition and Human Needs of the United States Senate include testimony on the subject of research into the use of phosphates to prevent dental decay. The purpose of the hearing was to explore certain dental health questions raised during the committee's recent hearings on the Television Advertising of Food to Children. It was brought to the committee's attention during those hearings that considerable research has been conducted on the possibilities of adding phosphates to various foodstuffs--presweetened cereals and refreshment drinks--to help reduce the problem of dental decay in children. Some of the most extensive research in this area was privately conducted by the General Foods Corporation during the last decade, with the special approval of the Food and Drug Administration. The committee's hearing focuses on these studies. Representatives of the Food and Drug Administration, as well as the General Foods Corporation, testified. These witnesses included: Dr. Lloyd B. Tepper, associate commissioner for science, accompanied by Dr. Ogden C. Johnson, director, Division of Nutrition, Office of Sciences; Dr. Clarence C. Gilkes, dental officer, Division of Surgical-Dental Drug Products; Mr. Gerald F. Meyer, director, office of Legislative Services, Food and Drug Administration, and A. S. Clausi, vice president and director of corporate research, General Foods Corporation. Two pages of copyrighted materials have been deleted from this document. Some pages may not be clearly legible due to the size of the print. (Author/JM)

ED079441 UD013658

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Nutrition Education--1973. Parts 3, 4, and 5--TV Advertising of Food to Children. Washington, D.C., March 5, 6, and 12, 1973.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Publ. Date: Mar 73 Note: 294p.

Available from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Part 3--$0.75; Part 4--$0.60; Part 5--$0.70)

EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE

Descriptors: Administrative Problems/ Child Care/ Children/ *Federal Aid/ *Food Standards/ *Government Role/ *Nutrition/ *Public Policy

These hearings before the Senate Select Committee on Nutrition and Human Needs are organized in several parts (See UD 013 650 for Parts 1, 2, and 2A). The purpose of these hearings is to review the quality of advertising now being directed at children, and the health implications of that advertising; as well as what steps can be taken to use television advertising as a force for better nutrition education for the Nation's children. Part 3 has an opening statement by Senator McGovern. Testimony is heard from Dr. Jean Mayer, Professor of Nutrition, Harvard School of Public Health; Dr. Abraham E. Nizel, Assoc. Prof., School of Dental Medicine, Action for Childrens Television; Dr. James H. Shaw, Prof. of Nutrition, Harvard School of Dental Medicine; and Dr. Juan Navia, Senior Scientist, Institute of Dental Research. Part 4 has testimony from Mrs. Peggy Charren, President, and Mrs. Evelyn Sarson, Executive Director, Action for Children's Television (ACT); Mr. Robert Choate, President, Council on Children; Mr. Tracy Westen, Director, Stern Community Law Firm; and Mr. George W. Orr, Exec. V.P., Medical Affairs, Miles Laboratories. Part 5 contains testimony from Mr. Stockton Helffrich, Director, National Assoc. of Broadcasters; Mr. Herminio Traviesas, V.P., NBC; mr. Thomas Swafford, V.P., CBS; Mr. Alfred R. Schneider, V.P., ABC; Mr. Howard H. Bell, Pres., American Advertising Federation. Five pages (pages 473 to 475, and 478) have been deleted from Part 5 of this document, as they will not reproduce. (SB)

ED075516 UD013391
Child Mental Health in the '70's.
Nichols, Edwin J.; And Others
Publ. Date: 6 Sep 72 Note: 21p.; paper presented at the American Psychological Association annual meeting, Honolulu, Hawaii, September 6, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Child Care/ *Child Development/ Child Psychology/ Early Childhood/ Early Experience/ *Family Programs/ *Federal Programs/ Intervention/ Mental Health/ *Mental Health Programs/ Prevention/ *Program Development/ Public Policy/ Research Methodology/ Social Sciences
The Center for Studies of Child and Family Mental Health has made an assessment of national programs during the last decade, and found that the Nation took the course of child-centered intervention programs for mental health. There were many startling and promising programs developed during that time such as Head Start. However, many of the measured rapid gains were quickly lost as programs were phased out or studies were completed. A close evaluation and assessment revealed that those programs having parental involvement sustained the child's measured gains and often improved upon them; thus, family-centered preventive mental health programs are to be the major focus for the 1970's. Society can begin to help both the child and the family by strengthening the family through reform of welfare legislation, instituting procedures to encourage low income men and women to remain with families, establishing a guaranteed income, and providing family services and education. The family's eco-system can be studied and supportive forces such as the extended family, churches, social networks, and schools in the environment can be pinpointed and integrated in treatment plans. The challenge to families and those who care about families then is to increase the incidence of success and diminish the frequency of failure. A new "Galilean" approach to research must be taken in the 1970's. (Author/JM)

ED075080 PS006415
Is Our Evolving Social Policy for Children Based on Fact or Fiction?
Zigler, Edward
Publ. Date: 7 Dec 72 Note: 22p.; Paper presented at the meeting of the Education Commission of the States (Denver, Colorado, December 7, 1972)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Economically Disadvantaged/ Intelligence Level / *Policy Formation/ *Preschool Children, Preschool Education/ Problem Solving/ *Social Action/ Social Planning/ *Social Psychology/ Speeches
A discussion of the establishment of social polic, and social action programs for children is presented. The position is taken that current efforts in this direction are based on outmoded hypotheses. Programs over the past 10 years have denigrated poor children by saying that the mind is plastic

and that everybody can and should be smart. It was believed that if these children were given the right experiences, they could be smart as their more fortunate middle and upper class counterparts. Other injustices done to these children was to hold that they suffer from sensory deprivation and to insist that their real problem was an intellectual deficiency. The current movement to institute nationwide preschool education is criticized. It is concluded that social policy can not be constructed on the basis of questionable psychological theorizing. (CK)

ED068589* UD012940
From a Black Perspective: Optimum Conditions for Minority Involvement in Quality Child Development Programming. Revised Edition.
Black Child Development Inst., Washington, D. C.
Publ. Date: 71 Note: 28p.
Available from: Black Child Development Inst., Inc., 1028 Connecticut Ave., N.W., Suite 514, Washington, D.C. 20036 ($1.00)
Document Not Available from EDRS.
Descriptors: Black Community/ *Child Development/ Community Control/ Economic Development/ *Educational Legislation/ Educational Policy/ Educational Programs/ Educational Resources/ Federal Programs/ Financial Support/ *Negro Education/ Policy Formation/ *Program Administration/ *Program Development/ Resource Allocations
The Black Child Development Institute is guided in its analysis of legislation by an organizational commitment to building child development institutions which meet the comprehensive needs of black children, families, and communities. Its premises are threefold. First, child development must encompass the black child's cognitive, physical, social, and psychological requirements. Second, black people and other minority groups are increasingly aware of the failure of the American educational system, controlled by whites, to prepare minority children for full participation in the society at large. Realizing that the first five years of life are too critical to be entrusted to those for whom the black child's interests may not be predominant, black communities desire control of day care and child development programs. Third, child development centers can be catalysts for total community development. Community-controlled institutions have the potential to facilitate the multiple use of institutional resources for economic and social growth. The series of proposals presented here flow then from the assumption that there is a need for legislative and administrative policies and regulations which will maximize the involvement of black and other minority communities in all aspects of child development programming. (Author/JM)

ED068153 PS005787
Final Report: Part I - Alternative Federal Day Care Strategies for the 1970's. Summary Report.
Institute for Interdisciplinary Studies, Minneapolis, Minn.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Publ. Date: Mar 72 Note: 151p.
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
Descriptors: Bibliographies/ *Child Care/ *Day Care Services / *Government Role/ *Legislation/ Planning/ *Policy Formation
In view of the need for child care services throughout the country, some alternative Federal day care strategies for the decade are described. Major sections deal with existing child care systems, whether the Federal Government should provide more day care services, whether child development services should be provided in federally supported day care arrangements, an analysis of alternative Federal delivery system strategies for further involvement in the day care industry, and implementation of the recommendations. Emphasis on legislation guidelines, enactment, and impact. Supporting appendices are included on existing day care legislation, costs, challenges in day care expansion, public opinion toward day care, types of care and parents' preferences, future trends affecting day care and preschool education, and training programs for child care personnel. An annotated bibliography is also included. (LH)

ED065174 PS005688
Child Care in Massachusetts: The Public Responsibility.
Massachusetts Advisory Council on Education, Boston.
Publ. Date: Feb 72 Note: 549p.
EDRS Price MF-$ 0.92 HC-$27.29 PLUS POSTAGE
Descriptors: *Child Care/ Child Care Workers/ *Early Childhood Education/ Economic Factors/ Family (Sociological Unit)/ *Government Role/ Infants/ Preschool Children/ Problem Solving/ Program Evaluation/ Projects/ *Public Policy/ Social Influences/ *State Programs
Identifiers: *Massachusetts Early Education Project
A report on the Massachusetts Early Education Project is presented. The two general goals of this project are: (1) to investigate and describe the general status of early education and child care in Massachusetts, and (2) to develop a public perspective for the care and education of young children. This document is divided into nine chapters. Chapter One discusses the economic and political setting in which the issues of child care and early education are being debated. Chapter Two examines the functions of families and the social forces operating on families to change their structure. Chapter Three considers the need for child care: the concept of the need and the current practices of child care in Massachusetts. Chapter Four reviews the thought influencing programs for young children and describes different kinds of care for infants, toddlers and preschoolers. Chapter Five examines the development of early childhood education in schools, reviewing the introduction of kindergartens as a requirement for all school districts. Chapter Six reviews the importance of the providers of care, discusses problems of selecting, training and certifying child care and early education workers, and recommends plans for training and registering child care staff. Chapter Seven considers problems involved in evaluating children, particularly those with special needs. Chapter Eight contains an analysis of the costs of child care, and Chapter Nine presents an analysis of the current role of Massachusetts state government concerning children's services. (Author/CK)

ED059772 PS005403
Child Development: Day Care. 1. A Statement of Principles.
Research for Better Schools, Inc., Philadelphia, Pa.
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.; President's Science Advisory Committee, Washington, D.C.
Note: 14p.; One of a series of reports produced under Grant H-9708
Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No. 1791-0160, $0.30)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Administrator Responsibility/ *Child Development/ *Day Care Programs/ Day Care Services/ *Federal Government/ *Guidelines/ Need Gratification/ *Policy Formation / Staff Orientation/ Standards
The Federal Government's position on the establishment and regulation of day care services in the United States is reported. The point is made that there are certain fundamental requirements and characteristics of children which every program must take into account. The most important of these basic needs include health and nutrition, security, freedom, structure, compassion, developmental differencies, and challenge. A day care program is responsible for the quality of service it delivers to its consumers. Program administrators have the responsibility of recruiting the best qualified staff who possess the necessary talent for the conduct of the programs. (CK)

ED059757 PS005003
On Rearing Infants and Young Children in Institutions.
Witmer, Helen L., Ed.
Children's Bureau (DHEW), Washington, D.C.
Report No.: CB-RR-1
Publ. Date: 67 Note: 87p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. ($0.50)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Adoption/ Affection/ Child Development/ *Childhood Needs/ Child Rearing/ *Children/ Cognitive Processes/ Day Care Services/ Emotional Experience/ Foster Children/ Health Services/ Human Development/ *Infants/ Perceptual Development/ Policy Formation/ Problem Solving/ Research/ Residential Care/ Stimuli/ *Welfare Services
One of a series of reports on the findings of studies of child health and welfare services and of matters relevant to providing such services is presented. The primary purpose of the series is to promote the utilization of research findings by those who make policy and those who administer programs in the fields of child health and welfare. In the discussion, the major developmental needs of infants and young children were identified, and some of the problems in attempting to meet those needs through residential group care were described. Some of the major developmental needs of all infants and children discussed in this report are: (1) affection from a person of emotional significance, (2) continuity of care by that person, (3) adequate perceptual and cognitive stimulation mediated by interested and loving human beings, (4) involvement in the world of adults, and (5) continuing help with the unavoidable problems implicit in emotional development. It was decided that institutions can be staffed and operated in such a way as to meet two of these needs: affectionate care and stimulating experiences. It was also agreed that institutional care should be regarded as a last resort, to be used only if adoption, foster family care, or satisfactory maintenance of the child in his own home cannot be arranged. (Author/CK)

ED058963 PS005382
Four C: Community Coordinated Child Care: Concept, Goals, Operation.
Office of Child Development (DHEW), Washington, D.C.
Publ. Date: 71 Note: 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Administrative Organization/ *Community Coordination/ Coordination/ *Day Care Programs/ Day Care Services/ Early Childhood/ Federal Aid/ Federal State Relationship/ Improvement Programs/ *Objectives/ Parent Participation/ Policy Formation/ *Preschool Children/ Working Parents/ Working Women
This document reports on a day care program for children of working mothers, the 4-C program. This program is a federally sponsored effort conducted through community cooperation. Its goals include: (1) more and better child care, (2) mobilization of community resources and coordination of existing and new child care programs, (3) ensuring the parents of children in child care programs an effective voice in policy and program direction, and (4) simplification of administrative relationship between local programs and State and Federal governments. Other aspects of this program include: (1) new sources of funding, (2) local committees one-third of whose membership is parents, and (3) availability of resource people, technical assistance and information on State and joint Federal/State day care programs to communities. (CK)

ED058956 PS005370
Day Care for the Young Child: What Is the Social Worker's Role?
Kempf, Sharon Hartwell
Catholic Univ. of America, Washington, D.C. National Catholic School of Social Work.
Publ. Date: Jun 70 Note: 29p.; Presented at the National Social Welfare Conference, Chicago, June 3, 1970
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Child Development/ Children/ Child welfare/ *Day Care Services/ Discussion Groups/ *Early Childhood/ Economically Disadvantaged/ Educational Programs/ Experimental Programs/ Financial Support/ *Infants/ Mothers/ Policy Formation/ Problem Solving/ Program Evaluation/ Research/ *Role Perception/ *Social Workers
Sporadically, across the country, experimental day care centers for the very young child (eight weeks to three years of age) are coming into existence. Some authorities in the child development and child welfare field advocate this move because they believe that infant day care is the head start deprived children need; and that the present head start programs begin too late. Other people in the field think that day care for the young child can only be destructive to babies, because they will be given only "institutional care." They do not believe that small group care of young children can provide the baby with individual, consistent, warm mothering care that he needs for normal development. The pros and cons of day care for the young child are based on: a review of recent child development research: the evaluation and discussion of experimental day care programs in the United States; and, the author's experience in planning an infant day care center. This is followed with a discussion of various roles for social workers in the policy formation, funding and licensing area, as well as their vital function in the actual operation of a day care center for young children. (Author/CK)

ED057903 PS005175
Use of Public or Cable TV for Instruction and Contingent Token Reward of Learning in the Young Child: Advantages and Disadvantages.
Koos, Eugenia M.
Publ. Date: Sep 71 Note: 8p.; Paper presented at the 79th Annual Convention of the American Psychological Association (Washington, D.C., September 3-7, 1971)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Attitudes/ *Cable Television/ *Commercial Television/ *Educational Television/ Feedback/ Interdisciplinary Approach/ Policy Formation/ *Preschool Children/ Problem Solving/ Questionnaires/ *Reinforcement Teaching Techniques/ Vocabulary
This paper covers issues concerning public or cable educational television for young children. The basic question is whether the use of an interactive system should be taught to young children by untrained family members in the home or by workers in day care centers. Preliminary studies of such a system for four-year-olds from both advantaged and disadvantaged homes indicate that the, not only can learn to operate such a system with the help of a parent or sibling but enjoy it. The advantages of such a system include: (1) Both the parent and child can receive instruction; (2) Master teachers and expert programing can be made available to every child with access to TV; and (3) Immediate feedback and tangible reinforcement of appropriate responses implement learning in young children. Despite these advantages, the proposed system drew the full approval of only half of 10 educational specialists responding to a questionnaire on the system. This difference of opinion gives rise to two more issues: (1) the controversy on whether a tangible reward should be associated with learning in the young child, and (2) the question of whether the instruction should reward the child for learning a middle-class Anglo vocabulary or a minority-group vocabulary. Although some study has been made of these and other issues, it is recommended that interdisciplinary debate be conducted to provide guidance to public policy makers. (CK)

ED055651# PS004913
A National Program for Comprehensive Child Welfare Services: A Statement Prepared by the Committee on Public-Voluntary Agency Relationships, Child welfare League of America.
Child Welfare League of America, Inc., New York, N.Y.
Publ. Date: 71 Note: 55p.
Available from: Child Welfare League of America, 67 Irving Place, New York, NY 10003 ($2.00)
Document Not Available from EDRS.
Descriptors: *Child Welfare/ Financial Support/ Government Role/ *National Programs/ *Objectives/ Planning/ Policy Formation/ *Social Responsibility/ *Welfare Services
A national program to achieve comprehensive child welfare services of high quality in every community (universally available and equally accessible to all children and parents as their legally enforceable right) is proposed in this statement. The proposal is based upon the premise that children have certain rights and that society must make multiple provisions to ensure fulfillment of these rights. Such a program is viewed as an integral part of a national social service program, and as one segment of a more comprehensive national program for children, families and communities, to which the country must commit itself if the rights of children are to be safeguarded and fulfilled. Specifically, the statement deals with the relationship of government and the private sector in ensuring the fulfillment of children's rights through a system of child welfare services; with the roles of government, public and voluntary social agencies and others in the private sector in providing these services; and with planning and financing of child welfare services. (Author)

ED054863 24 PS004960
Parent Participation in Preschool Daycare.
Hoffman, David B.; And Others
Southeastern Education Lab., Atlanta, Ga.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.; Office of Child Development (DHEW), Washington, D.C.
Bureau No.: BR-6-2869
Contract No.: OEC-2-7-062869-3077
Publ. Date: 71 Note: 227p.
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
Descriptors: *Day Care Programs/ *Day Care Services/ *Decision Making/ Home Visits/ Instructional Staff/ Objectives / Parent Education/ *Parent Participation/ *Parent Role/ Policy Formation/ Program Descriptions/ Volunteers
According to a recent census, over 46 percent of all American women today are employed outside the home. A growing number of these women and their families are turning to daycare programs for assistance in caring for their children. Researchers find that parents want decision-making roles in the programs which affect their children; they want to help establish the criteria to be met by the staff; they want to influence or control the hiring and firing of staff. Parents are particularly concerned that males, including teenagers and grandparents, be included on the staff. There is a strong concern to establish continuity between the home and the center through the parent's involvement in the child's educational activities in the home and at the center. A broad concept of parent participation is needed and examples and practical suggestions are given for effectively involving parents in all aspects of daycare. Exemplary programs are described extensively. A comprehensive reference list and four appendixes supplement the main work. The first appendix provides a list of concerns voiced by parents; another includes the parent involvement questionnaire; a third appendix provides brief abstracts of several interesting programs which were not discussed in the body of the study. The fourth appendix, an address list, is provided for readers who wish to obtain a more comprehensive, sophisticated and updated understanding of individual programs. (Author/MK)

ED047342 CG006237
Day Care: Gold Coin or Brass Check.
Levenstein, Sidney
Adelphi Univ., Garden City, N.Y.; American Orthopsychiatric Association, New York, N.Y.
Publ. Date: Mar 71 Note: 25p.; Paper presented at the American Orthopsychiatric Association Convention in Washington, D. C., March 21-24, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Child Care Occupations/ Child Development/ *Day Care Programs/ *Day Care Services/ *Developmental Programs/ Disadvantaged Youth/ Policy Formation/ *Preschool

Children/ Preschool Education/ Program Development/ *Program Planning/ Working Women
On the assumption that there will be a national program of day care for preschool children, the author presents the major issues involved. An attempt is made to bring together some figures on current need and available facilities, to examine policy considerations in the implementation of programs, to present some difficulties in providing adequate caretakers, and to discuss preferred strategies in the mix of programs to meet the needs. Policy and program considerations include: (1) level (a custodial-to-developmental continuum), (2) eligibility, (3) types of services (part-time, full-time, day, night, drop-in, etc.), (4) control, (5) costs, and (6) personnel. The author concludes with recommendations based on three assumptions: (1) Most families can provide children with good care if there are programs, facilities and personnel to help them when needed; (2) It is desirable to strengthen rather than dilute family ties; and (3) Programs should be at the developmental level. The focus is on day care centers for preschool children over three years old. Other arrangements for those under three years are discussed. (TL)

ED034579 PS002545
Community Coordinated Child Care: 1. Interim Policy Guidance for the 4-C Program; 2. 4-C Fact Sheet and 4-C Status Report; 3. Selected Reference Sources for the 4-C Program.
Department of Health, Education and Welfare, Washington, D.C.
Publ. Date: 69 Note: 26p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Administration/ Agencies/ *Community Action/ *Day Care Services/ Federal State Relationship/ *Guidelines/ Organization/ Policy Formation/ *Preschool Programs/ Reference Materials
The Community Coordinated Child Care (4-C) Program is a system under which local public and private agencies interested in day care and preschool programs develop procedures for cooperating with one another on program services, staff development, and administrative activities. This publication series (3 papers) explains how to organize local child care resources into a 4-C program. An Interim Policy Guide contains a discussion of kinds of coordination, funding sources available, and suggested steps for organizing. Organization of state child care resources includes establishment, composition, and functions of State 4-C Committees. Federal relationships with state and local 4-C programs are discussed. A fact sheet answers inquiries about the 4-C Program, and a status report explains developments and current position of the program in the nine HEW regional areas. A list of selected reference sources provides information on 4-C, day care, and child development. (Refer to PS 002 537 for additional information). (DR)

Postscript

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The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter which reports on new programs and publications and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter, write: ERIC Clearinghouse/Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

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